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JANUARY, 1934

SCHOLASTIC COACH

A publication promoting health, physical education and athletics in secondary schools.

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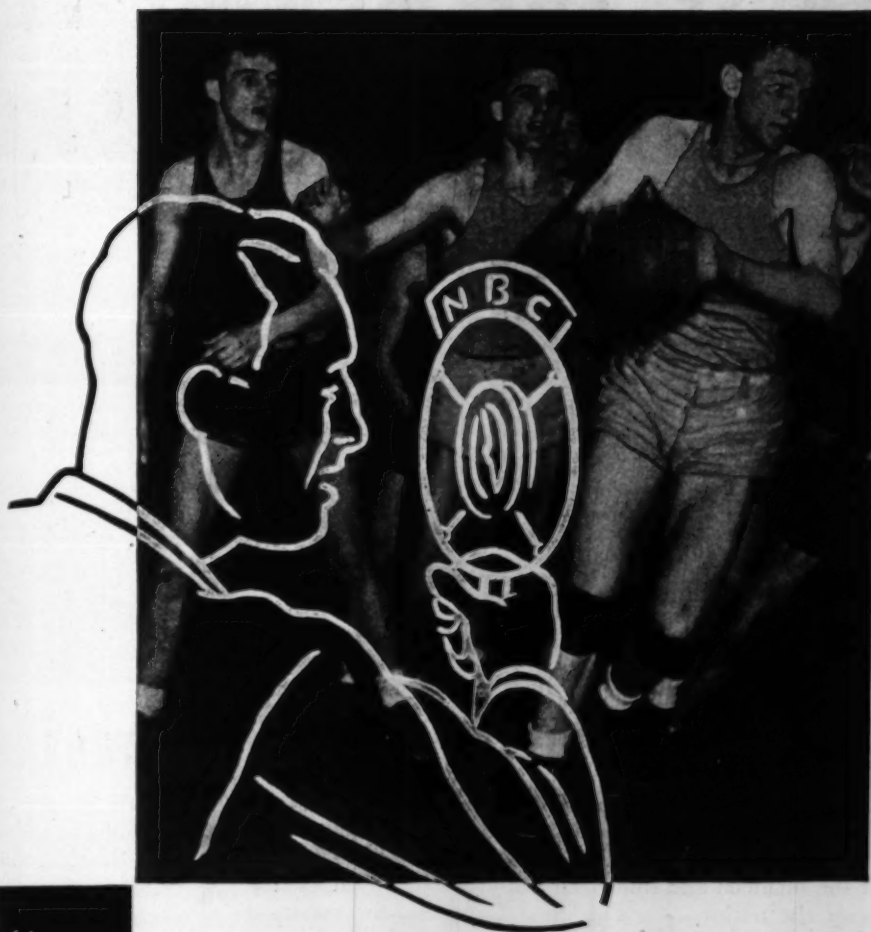
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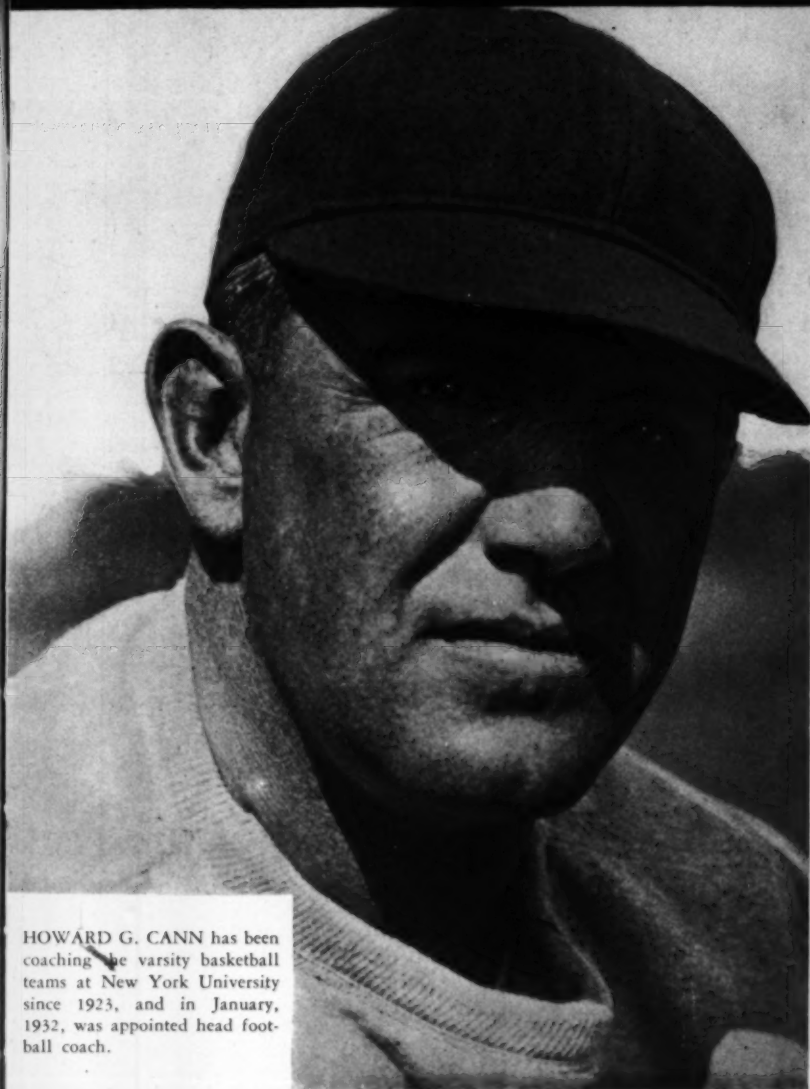
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8. After exercise, do not eat a hearty meal within 30 minutes.
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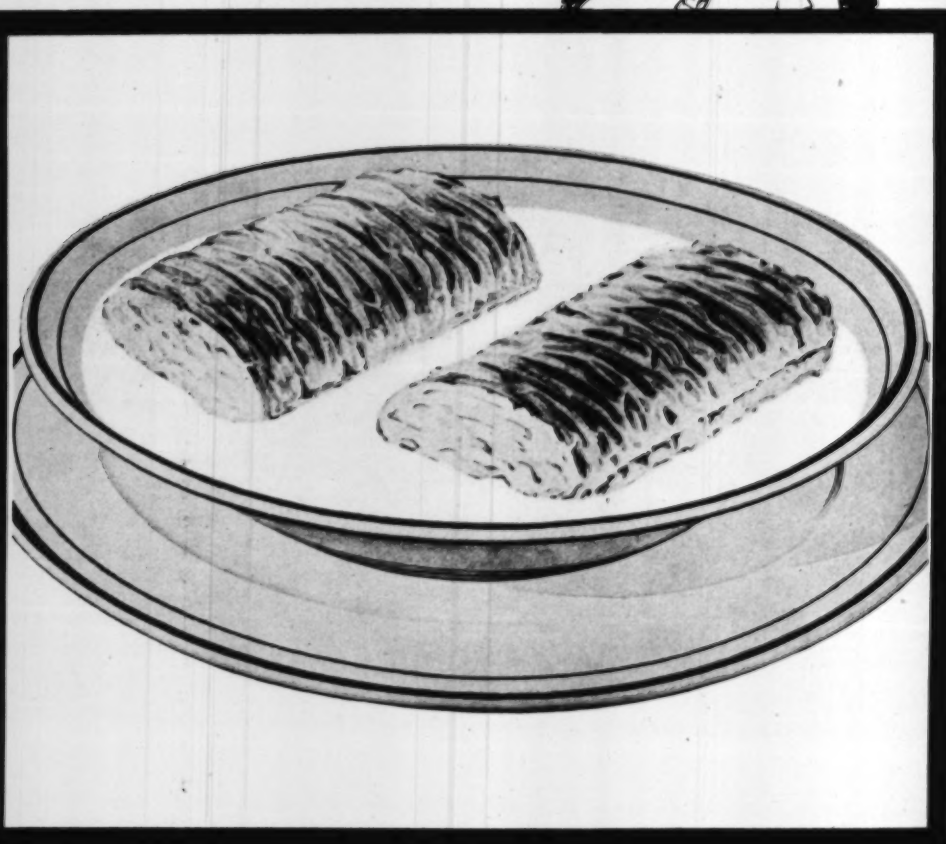


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HERE BELOW

AFTER Notre Dame's rousing victory over Army in the final game of what used to be called the football season, a considerable body of citizens began to think that Mr. Heartly Anderson was not such a bad coach after all. Millions of unofficial Notre Dame alumni revised their opinion of Mr. Anderson. But it was to no avail. His doom had been sealed in an envelope some time before the final game. Mr. Anderson was sentenced to join the great army of men who go around saying, "I used to be a football coach onetime myself."

The profession of football coaching is not much of a profession, as professions go. Every professional football coach would do well to have a little sideline, for there is no telling when he may need it. After a professional football coach has lost his job he is practically disenfranchised. Rarely do we hear of the fired coach being "called" to some other school.

This is not meant to be a sob story on behalf of Mr. Heartly Anderson. We know nothing about him as man or coach. Maybe he wasn't the man for the job. Maybe the scores of other coaches who lost their jobs last month at the end of losing seasons were not the men for the jobs. But if they really were not the men for the jobs one wonders why the employers of these coaches do not devise more accurate means of determining in advance what a man's qualifications are and what he is capable of doing.* Until the employers know what they want and can tell pretty much in advance what they are getting, it will continue to be a far-stretched use of the word to refer to football coaching as a profession. As

it stands now it is more of a gamble than anything else.

It is an ugly situation which finds so many of our institutions of education looming large in the none-too-refined sports-page headlines every December as a result of their firing the football coach. It is made all the more ridiculous by the use of the word "resign" in the announcement the employers give to the press. If this is elegance, courtesy and kindness, please pass us the salt and the hypocrisy. It is no wonder that the more fortunate big-time coaches ask for, and usually get, fancy salaries, and then rake in all they can on the side from radio, moving pictures, newspaper articles, testimonials and endorsements. These lucky coaches know only too well that one or two losing seasons will spell their doom. We don't blame them for getting all they can while the getting's good. The blame goes directly to the employers, the institutions for whose glory the coach and his players go forth to battle.

A long locomotive and a gold bulldog for President Angell

THE Yale team this year was a loser; lost the Harvard game, too, which is a major calamity in itself. Consequently, Mr. Reginald Root, the

Yale coach who got the job only a year ago, has been on the pan and in a fire such as only alumni can kindle. "Out with him," they shouted. "Yale men want a football team that knows how to play football," cried most famous of Yale football alumni, Ted Coy. Just as the Yale mob were quite sure they had Mr. Root lynched, footballistically speaking, President Angell, in a speech before an alumni group, told all interfering alumni where they could go, and it wasn't New Haven. "They can go to hell," he said, "and I mean the old, fundamentalist kind of hell."



The doctors have the floor

LAST month we presented a symposium of opinion and comment by various high school principals on the case of the high school athlete who comes home from practise so tired every evening that, after eating his dinner, he is good for nothing except a long sleep. We remarked that we did not know, nor did anyone else in sight seem to know, whether physical exertion in such doses was good or bad for the boy. A committee of Indiana doctors, studying high school athletics in relation to health discussed this question, we note in the November *Indiana High School Athletic Association Bulletin*.

From one statement in the Indiana committee's report there may arise a wrong conception of the committee's meaning.

"The point of most importance, it seems to us, is not how much a perfectly well and sound boy can play, but to determine at all times, whether he is physically fit to play at all."

The statement, if not carefully weighed, may give the first impression that the quantity of play by a perfectly well and sound boy is relatively unimportant. But, it seems to us, that the committee means it to be no lower than second in importance. A subsequent statement in the same report suggests that even the [Concluded on page 21]

*At its meeting in Chicago, Dec. 26-27, the American Football Coaches' Association officially took cognizance of the instability in the football coaching profession, and adopted measures designed to correct the condition. A detailed report on this action will appear in the February *Scholastic Coach*.

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FOR YOUR BULLETIN BOARD
SHIFTING ZONE DEFENSE
FINANCING THE RIFLE PROGRAM
NEW BOOKS ON THE SPORTSHELF

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Elizabeth W. Yeend

Harold M. Williams

Peter V. Karpovich

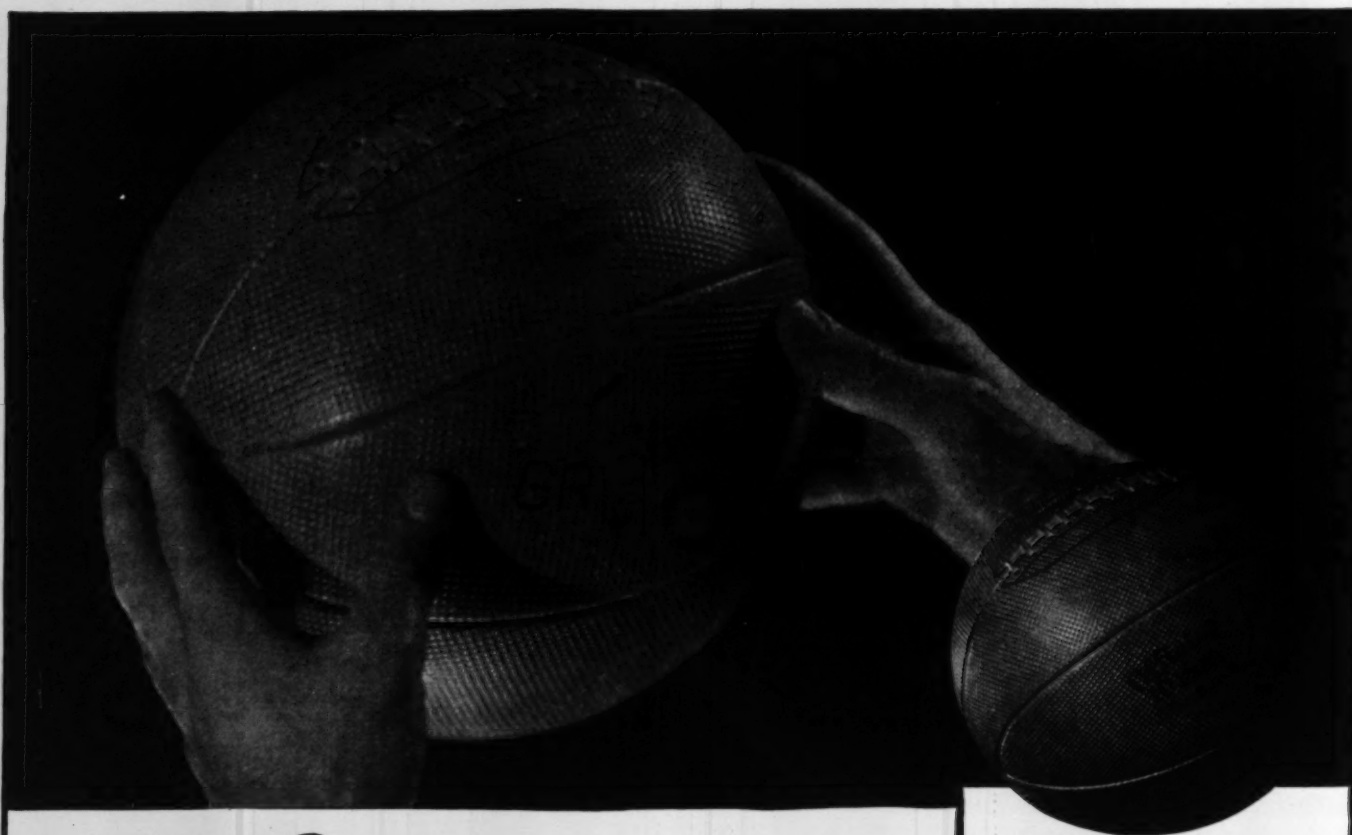
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Vol. 3, No. 5

JACK LIPPERT, Editor

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Wilson

Springs a New One

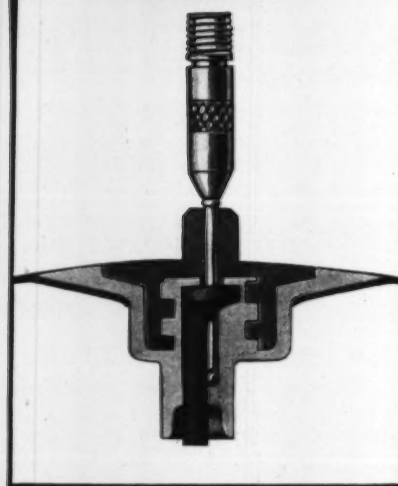
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THREE MEN AT WORK; TWO AT REST

By Claire M. Burcky

The continuity of the "Figure 8" offensive as developed by Dr. Carlson at Pittsburgh

WHETHER the University of Pittsburgh basketball team has played (and its travels in recent years have perhaps been more extensive than those of any other team) it has commanded the interest and respect of basketball experts by virtue of its ability to keep possession of the ball and keep it moving in short, rapid passes within the frontcourt. To the uninitiated this pattern of swift play, with its staccato of leathery claps as the ball sped from one pair of hands to another, was a bewildering magic of pass-work and player-movement in which, at times, it was impossible to follow the flight of the ball. To those analysts of the game who are capable of observing basketball action and determining what makes it click, the pattern was seen to consist of players who exchanged passes and places in a limited area of the frontcourt until one of their number was open for a reasonably safe shot at the basket. The path of the players and the path of the ball, if marked on the floor, would form, roughly, the figure 8.

Changed last season

Prior to the 1932-33 season, Dr. Harold C. Carlson, the University of Pittsburgh coach, used four and sometimes five of his players in the Figure 8 continuity, but last season he made a slight alteration in the pattern, centering the action in three men, on the theory that with three men at work and two maneuvering and waiting for the opening, more openings would occur.

"Of course, there was an interchange of men at work and at rest," said Dr. Carlson. "Our 1933 method of using the Figure 8 offensive was through an interchange of triangles, on either side of the court, near the end line, near the center line and in diagonals. There are six possible triangles for us, each utilizing three men and allowing two to rest. The continuities were first established as such and involved the use of a man ahead of the ball. Scoring opportunities came with the breaks in the continuity, by the receiver returning the pass to the passer cutting for the basket. This return pass was most used in the side-line triangles."

Last month at the annual University of Pittsburgh basketball clinic, attended by coaches from western Pennsyl-

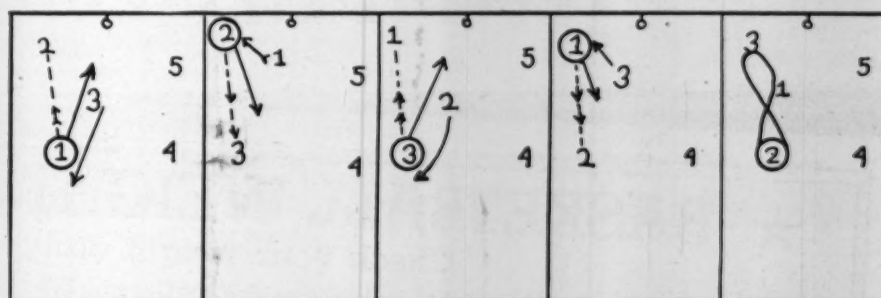


DIAGRAM 1—SIDE SERIES

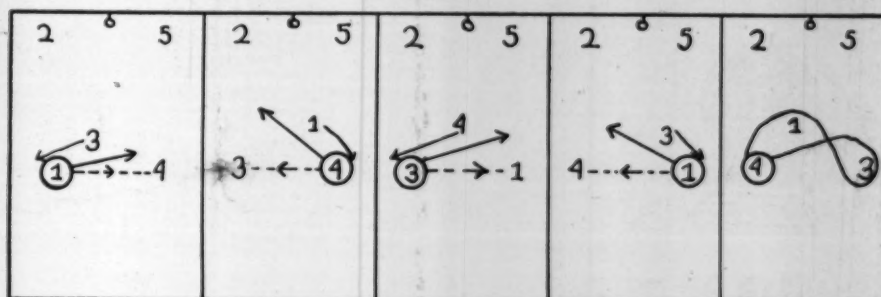


DIAGRAM 2—CROSS-FLOOR SERIES

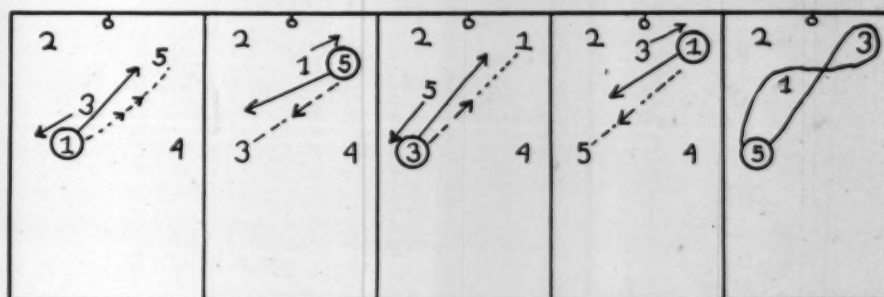


DIAGRAM 3—DIAGONAL SERIES

vania, West Virginia and Ohio, Dr. Carlson discussed and demonstrated his Figure 8 continuity. The clinic, in its entirety, included a morning and afternoon session, with lectures and rules interpretations. Two high school teams, the Monongahela City High School and the Zelienople High School, were selected to put on the demonstration of the Figure 8 attack. Dr. Carlson took the floor with the teams to direct the demonstration.

At the request of Scholastic Coach, Dr. Carlson has diagrammed the continuity of each of the three major Figure 8 tri-player attacks.

Diagram 1 shows a sideline continuity, involving Players No. 1, 2 and 3. No. 1 passes to No. 2 then cuts to the position indicated by the arrow, as No. 3 takes the position vacated by No. 1. No. 2 back-passes to No. 3, then cuts to position formerly occupied by No. 3, as No. 1 takes the position

vacated by No. 2. No. 3 passes in to No. 1, then cuts to position to which No. 1 first cut after the first pass; No. 1 back-passes to No. 2 who came over to position vacated by No. 3. The opening for a shot may come at any time during the continuity. The two players "at rest" hold themselves available for action, of course, and frequently maneuver themselves into a position for pass reception and a good shot at the basket.

Diagram 2 shows a cross-floor continuity just inside the frontcourt by the center line, or down deeper toward the free-throw line. In this continuity Players No. 1, 3 and 4 are at work. Player No. 2 has joined No. 5 at rest, No. 4 going to work.

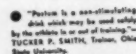
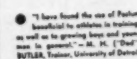
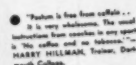
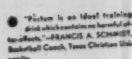
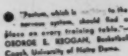
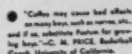
Diagram No. 3 shows the continuity on a diagonal. Players No. 1, 3 and 5 are at work. No. 4 and 2 are at rest.

[Concluded on page 32]

Free...a chart to help your boys keep physically fit

Check your weight daily

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S. C. 1-34

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GIRLS' BASKETBALL FUNDAMENTALS

By Elizabeth W. Yeend

Rules and techniques of the game interpreted through the camera's lens

This is the first of a series of moving-picture studies of girls' basketball rules and techniques presented by Scholastic Coach under the direction of Miss Yeend, instructor in the Department of Physical Education, School of Education, New York University. The series will continue through the February and March issues.

It is with a desire to explain and clarify some of the women's basketball rules and techniques that these excerpts from moving-picture film and these explanations are presented. In the past, there were a great number of coaches of women's basketball whose knowledge of the rules and skills of the game was far below what it should have been for an adequate understanding of the spirit and intent of the rules, and an intelli-

gent sympathy for the work of competent referees.

This condition which foisted half-informed coaches, many of whom had no natural enthusiasm for girls' basketball but undertook the work because they were appointed to it by a faculty superior, has not been so prevalent in recent years, and is growing less and less troublesome through the splendid educational campaign carried on by the Committee on Women's Basketball. The Committee has done a great deal toward making the rules more workable and in offering opportunities for players and coaches throughout the country to come forward with suggestions for improvement of the game and with questions on points of technique and rules interpretation.

Another factor that is a good influence in standardizing the game and emphasizing the importance of a thorough knowledge of the rules on the part of coaches and officials is the Women's National Officials' Rating Committee. Through this committee it is now possible to obtain the services of nationally rated women officials in most parts of the country.

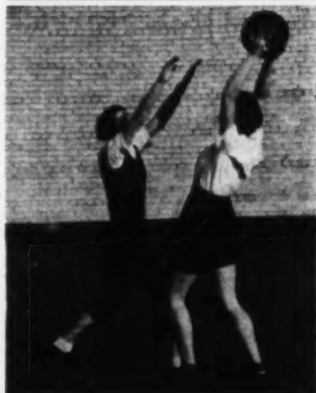
The game of basketball offers an infinite number of skills which may be readily learned by girls through practice that need not be a grind, but can be made really interesting. The peculiar character of the game itself is one that attracts young people. The game has the first advantage of being something that a sufficiently large group of girls will enjoy playing. There has been a tendency, recently, on the part of some curriculum makers, to disparage the game of basketball in an effort, sincere of course and well intended, to call attention to the existence of other games and forms of recreational activity. Every encouragement should be given to the movement to broaden the girls' athletic program, but in this process it is hoped that basketball as a game will not be made to suffer unjust attacks just in order to divert attention to other games. These other games and physical activities can well stand on their own merits. After all, the final test of the merit of a game as recreational activity is the health and pleasure the players derive from it.

Often, coaches of girls' basketball are satisfied to teach the same material year in and year out, without varying the teaching technique, or adding material that would at least

SEQUENCE No. 3: THE CHEST SHOT: "INFINITELY MORE ACCURATE THAN THE OVER-HEAD SHOT."



SEQUENCE No. 2



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"Should be discouraged."



SEQUENCE No. 4: FRONT PIVOT WITH CHARGE INTO THE DEFENSIVE PLAYER. A PERSONAL FOUL.



be refreshing to the coach herself. Many players, reaching a certain stage toward perfection (which comes with playing the game a season or two) are unaware of the further satisfaction which may be derived from the incorporation of added techniques and skills.

The accompanying photographs, excerpts from the moving-picture film we have assembled in conjunction with SCHOLASTIC COACH, attempt to clarify certain points in the rules and demonstrate several fundamental maneuvers. We plan to have other excerpts from the film appear in subsequent issues.

The sequence of four pictures on the front cover demonstrates some of the possibilities of guarding a player who has possession of the ball. This guarding technique is one that was legalized last year. Prior to the 1932-33 season it was illegal for the guard to move her hands in all planes. Now she may move them in any plane as long as she does not make contact with the ball or the ball holder. It is a personal foul to so guard with personal contact, the penalty being one free-throw and a personal foul charged against the offender. If the ball holder was in the act of throwing for the basket, she is given two free throws if the field goal was missed, one if it was made.

The guarding definition is clearly stated in the Official Playing Rules*, as follows:

"The guarding player may use one

*Official Basketball Guide for Women and Official Playing Rules combined. 1933-34 Edition. Spalding's Athletic Library No. 17R. Price 25c. American Sports Publishing Co., New York.

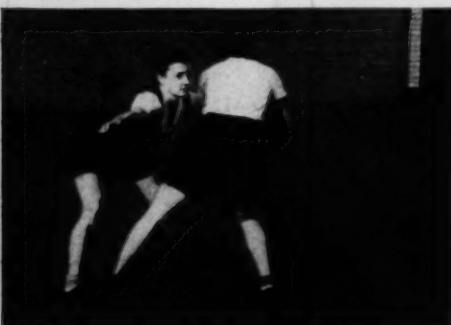
or both arms in any plane, provided she does not make contact with ball or opponent. Wherever two walls meet, forming a corner, only one arm may be used."

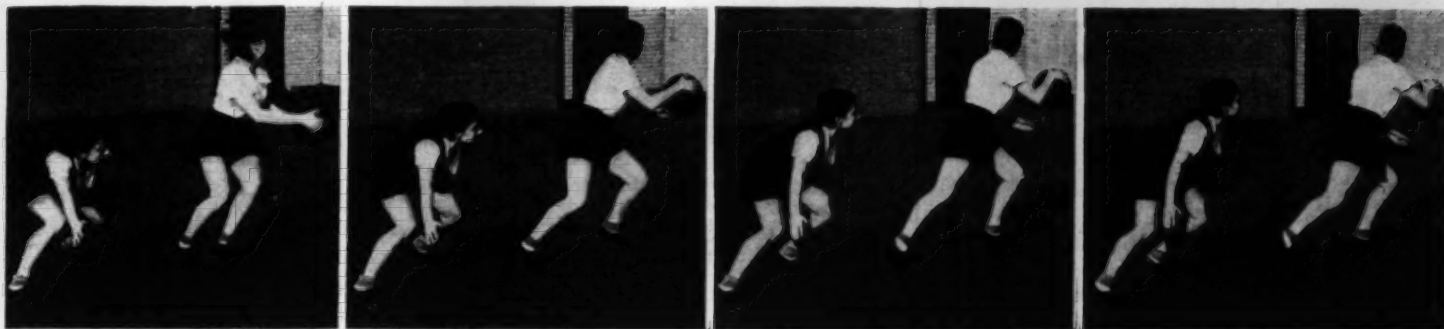
The official note, being a part of the rule, allows for a little leeway in the case of slight contact:

"NOTE—Although basketball is theoretically a 'no-contact game,' it is obvious that personal contact cannot be avoided entirely when players are moving rapidly over a limited space. The personal contact resulting from such movement should not be penalized unless roughness has resulted. Likewise, accidentally touching the ball held by an opponent, or accidentally touching the ball against the hands or arms of a guarding player should not be penalized if the ball or hands are immediately withdrawn, thus avoiding roughness or hindrance to the opponent. (See discussion, p. 16 of Guide)."

The discussion referred to on page 16 of the Official Basketball Guide for Women comes under the heading "Discussion of Debatable Points in the Rules," and offers the following aid to interpretation:

"Serious consideration was given in the rules revision meeting to the very real problem of defining charging and roughness. It has been pointed out that a certain amount of contact is bound to occur when two players, simultaneously running for and reaching for the ball, converge. If there has been an effort to minimize this contact and no real roughness, it would seem unreasonable to penalize either player. In a closely guarded position, a player may brush another with no evil intent, no evil result. To date any contact, no matter how slight, by the player with the ball can be called 'charging.' In





SEQUENCE No. 5: REVERSE PIVOT TO CLEAR GUARD AND DRIBBLE TOWARD BASKET

other sports officials' discretion in such matters has been the solution. It is felt in basketball, too, that we should give the official larger discretionary power. This should in no wise license roughness, leading to dangerous play, nor should it mean that coaches would train their players to 'get by' with as much contact as possible. Emphasis should if possible be placed on the acquisition of more skill in handling of ball and body and speedier play."

Overhead shot

The three pictures in Sequence No. 2 give a clear illustration of the disadvantages of the two-hand overhead shot, once so commonly used. Now, however, with the defensive player permitted to move her hands in any direction, the well-guarded shooter who attempts to use the two-hand overhead will frequently find it necessary to bend far back, making her balance uncertain with consequent effect on accuracy and good aim. Note also how the shooter has her vision blocked. This shot should be discouraged as a shot to be used regularly. Against poor guarding the shot will be more effective. Shooters who are adept at springing off the floor and throwing a two-hand overhead shot as they reach the peak of the jump, would find a variation of this shot useful. But the average player, in this day, is not as yet capable of performing these feats of skill and coordination. The guard in Sequence No. 2 is within her legal rights at all times.

Sequence No. 3 is a demonstration of the most widely used and most accurate field shot in the game. The chest shot is infinitely more accurate than the overhead shot. It is a shot that can be despatched quickly, or slowly and with careful aim, as the occasion requires. The shooter can keep her eyes on the guard as well as on the basket. Balance is easily maintained and it is possible to follow through and cut in for recovery of the ball under the basket. It is also the better stance from which to pivot or pass, in event the forward decides to change the maneuver.

The pivot

Sequences No. 4 and No. 5 illustrate the two types of pivot—the front pivot, sometimes called the front turn; and the reverse pivot, in which the pivoting player pulls away from the guard.

The front pivot should not be used when the guard is standing, as she should be, between the forward and the forward's basket. The front pivot used under this condition is the subject of Sequence No. 4. What happens here is one of the most frequent fouls in girls basketball—the forward charging into the guard. Here in these pictures it is clearly the forward's fault. She has turned and advanced directly into the arm and side of the guard. The guard is absolved of all responsibility in this particular situation, for she made no move to cause the contact. Had she been moving, instead of being in a relatively stand-still position, at the time of the contact, the responsibility for the contact would have been equally hers, and, perhaps, wholly hers, depending on the related movements of both players.

As far as the pivoting maneuver of the forward is concerned, this is perfectly legal in both Sequence No. 4 and Sequence No. 5. The rules define the pivot thus (Rule 4, Division C, Section 4):

"A Pivot is a play in which a player who is holding the ball steps once, or more than once, in any direction with the same foot, the other foot (called the pivot foot) being kept at its initial point of contact with the floor.

"If, after pivoting, the player is to pass, bounce or throw for goal, the pivot foot may be lifted or a jump may be made, but the ball must leave the hands before one or both feet again touch the floor."

The reverse pivot (Sequence No. 5 across the top of the pages) is the one to instinctively turn to when in difficulties. Beginners, in learning to pivot, will often make the front turn when it is the reverse pivot they desire. They may become all confused, and a frustration may set in which will disconcert them all the more if

they are driven to continue practicing the pivot under observation. The coach must be careful not to do anything further to aggravate the emotional disturbance, and would do well, with certain types of girls, to change the subject for the time being. Girls can condition their reflexes in pivoting by practicing both front and reverse turns by themselves, anywhere. They should bend their knees in negotiating the turn, keep the ball well in hand and in readiness make a pass, shoot, or start a dribble at the completion of the pivot, as in the last stages of Sequence No. 5. In this sequence, the forward is using her right foot as the pivot foot. The left foot, or propeller foot, touches the floor twice in making this particular turn, although the turn can be made without allowing the propeller foot to strike the floor until the turn is completed. Beginners will probably find it more convenient to let the propeller foot strike the floor several times, for a fine point in body balance is involved in a turn taken fast.

The guard out-maneuvered

The reverse or rear pivot is also used to advantage in combination with a feint in the opposite direction at the start of the maneuver. In Sequence No. 5 the forward may be seen in the first two frames employing a quick, moderate feint designed to throw the guard over to the forward's left. This feint is accomplished by a sudden thrusting of the ball and a body movement in the desired direction (to the forward's left in this instance). An unwitting guard will be deceived by this feint and move over to her own right. This opens the territory to the forward's right, to which the forward turns in a reverse pivot. The frames from the moving picture, published herewith, may give the impression that this is all a deliberate movement done in stages. The moving pictures were taken at slow-motion speed in order to capture the details of the action, and what may appear in print to be a series of movements with pauses, is in reality a quick, continuous and harmonious maneuver.

HIGH SCHOOL ROUND-UP

AN item appearing in the newspapers one day during the late football season caught, no doubt, the fancy and aroused the curiosity of most school people who noticed it. It told of the abandonment of interscholastic football by the Cheyenne Mountain High School*, because of the danger of the game, and the recent adoption of rodeo sports. It further stated, with evident relish, that in the first riding session with his boys, Dr. Lloyd Shaw, superintendent, coach and sports leader, cracked a rib. The rather quick, but characteristic, news-item conclusion was that rodeo sports seemed to be no less dangerous than football, and that the Cheyenne boys would be just as well off on the football field as in (or out of) the saddle.

There ended the newspaper comment. The humor was there, of course, but the real point was missing. Cheyenne students did not give up interscholastic football only because of its danger to life and limb. There was another factor influencing them in their decision. That factor was the danger of false values that developed out of a winning season on the football field. Cheyenne did not give up the game of football. It was inter-

"FASCINATING OUTLET FROM THE OVER-ORGANIZED AND OVER-DRIVEN SPORT PROGRAM OF TODAY"



scholastic competition in the game that they gave up for reasons which Dr. Shaw puts thus:

"Years ago we went in for football with all that we were worth. We had some big husky boys, though our school was so small that we could only get fourteen boys, some of whom we borrowed from the grade school, to make up our squad. We scrimmaged one side of our line against the other and had three extra men for a defensive backfield. Incidentally, this meant first team against first team, and when they all knew exactly where the play was going, both sides got intensive practice. We had a streak of phenomenal luck and defeated the teams from the largest schools in the state. When a small school has such a season the newspapers overdo it. The publicity was not good for us. And I was afraid that if we continued playing with some small boys filling in gaps on the line, we were sure to hurt someone seriously. We were too good for the little schools, too little for the big schools, and we were becoming a football reputation with a little class work attached. So we talked it over and gave the whole thing up by vote of the student body.

"Our school has since grown in size. We have returned to football, but not the interscholastic variety. We play the game among ourselves, not to be aloof, but only to be certain to remain invulnerable to the ravages of the hoopla, from press and public, that ac-

companies a team through a victorious season."

companies a team through a victorious season."

The natural way

Dr. Shaw and his staff strive to develop natural sports and to make the most of the rugged land in which this school is so fortunately situated. Mountaineering and skiing are the most popular sports. The students own a mountain cabin, above the Seven Falls, and lease a ranch house on the back of Pike's Peak to use as a ski lodge. An automobile bus and a set of tents have been purchased by the students from the proceeds of their dramatic entertainments. With bus, tents and skis, the students range all over the mountains of the state on week-end camping trips.

In his *Impression of Cheyenne Mountain School*, Farnsworth Crowder writes: "The Cheyenne Mountain Boy, in the midst of the present-day athletic riot, may be quite puzzled by the absence of a predatory athletic policy. He will miss the conditions which favor the psychology of 'a winner'—thirst for victory, awards and publicity. He may have been swelling his young chest, lo, these many years, to look handsome under sweaters and medals. But there are no lettered sweaters and no medals here.

"A few years ago, the school engaged in the usual competitive games. With less than fifty students in its senior high school, it produced a football team of state championship class. 'The reputation of that eleven,' says one of the older teachers, 'was one of the most damaging assets we ever had.'

"Football was abandoned. Basketball is the only sport in which the school produces a team for competi-

FIRST ANNUAL
Cheyenne Round-Up
"The Baby of 'Em All!"

October 28, 1933

Program

CHEYENNE MOUNTAIN SCHOOL CORRAL

10. WILD STEER RIDING

30—John Nye
41—Vern Egan
57—John Lee
64—John Doolan
7—Ray Williams
11—B. Hill

11. EXHIBITION AUTOMOBILE RACE

49—E. G. Cook Jr.
54—John Doolan
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12. RARE BACE RIDING CLASH

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13. STEER DECORATING

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14. SADDLE CHANGING RACE

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15. COL. HODGKINSON'S RUGBY CORPS

*Cheyenne Mountain Schools, District No. 12, Colorado Springs, Colorado.

tion. It plays a clean, swift game that justifies the warm pride the school feels for it.

"How then is the physical director justifying his berth on the salary list? Sports activities here proceed from the convictions: first, the commonplace one—that everybody should benefit; second, that a rah-rah preoccupation with athletics is artificial, dangerous to tender adolescent vanities and consumes time out of all proportion to its real value; and finally, that the comparatively sedentary life of a modern adult does not call for training in football and running the mile. The ambition is that the Cheyenne Boy will leave the school possessing genuine skill in two or three sports of a kind he can follow for life.

"Insofar as there is a 'system' at all, it is what they call 'individual gym.' This means, simply, that each student selects for a term two or three sports in which he desires coaching. He devotes a required minimum of time to them—more if he desires. There is equipment and opportunity in and about the school for almost any type of physical cultivation. There is an equipped gymnasium; six surfaced tennis courts; a three-hole golf course; archery and target-pistol ranges; a regulation turf field and running track. At the top of Broadmoor is a lake beach and a pool. In winter there is skating and skiing. And there is a whisper that gliding is to be introduced, that eagle of sports, the motorless offshoot of aviation.

"Animating the Cheyenne Boy through it all is a distinct amateur enthusiasm. There is a childlike, almost European desire to 'have fun,' a strong ambition for mastery, and there is plenty of healthy competition and just pride in accomplishment.

THE TENNIS COURTS IN THE VALLEY BETWEEN THE MESAS



C. L. Edwards photo
DR. SHAW WITH SOME OF HIS BOYS AT THE ROUND-UP

But a minimum of nastiness and tension and false values."

This brief account of the background and philosophy of Cheyenne sports shows how natural it was for the students to take up rodeo sports. Several of Dr. Shaw's boys had been growing enthusiastic about horses and ranch life. In fact, two of the boys worked during the summer on one of the biggest ranches in Arizona. From the students themselves came the enthusiasm for getting together a school rodeo, charging admission for it and using the proceeds to pay the expenses. The idea was soon turned to action, with everybody in the community cooperating.

The boys were given the use of a pasture on the mesa north of the

school. The street car company, that had just recently torn up its tracks, donated a couple hundred ties for fence posts. The U. S. Forestry Service gave the boys permission to go into the mountains and get lodge pole pines for the corral poles. With this splendid cooperation, the boys built a beautiful corral, chutes, catching pens and a pasture fence. The project of building and laying out the plans has in itself justified the activity. There is something about digging three-foot post holes that is good for a boy.

A rancher friend of Dr. Shaw's furnished the stock for the boys to practise on—several yearling steers and bucking horses—not his worst ones, but good stock for beginners to work on. There was a charge for the use of the stock, as well as for trucking it down. This was paid out of the receipts of the round-up on October 28th.

It is not to be supposed that the students of Cheyenne Mountain School are all riders and life-long companions of horses. Many of the boys never rode a horse until recently. The school borrowed a few mild saddle horses and had these beginners ride bare-back around the corral at the trot and gallop. A boy had to show that he could jump off safely at the gallop before he would be allowed on a bucking horse.

The beginners are allowed to ride the smaller steers (barely more than calves) out of the chute. Dr. Shaw figures that a fall from these little fellows will not hurt the boys much. His calculation has been borne out in actual experience.

After their baptism of mild fire, the

[Concluded on page 29]

THE VALUE OF ATHLETIC REPORTS

By Harold M. Williams

The following article is adapted from the study "The Status of the Faculty Manager of Athletics in Ohio" by Mr. Williams, who is principal of the Salem, Ohio, Junior High School.

THE faculty manager who handles his work efficiently will have occasion to make many written reports in regard to athletic activities. There are facts in regard to individual games and to the athletic season that the principal, superintendent, or coach would like to know. It is not enough to report that there is a balance in the football account at the end of the season, or that so much money was lost by track. Those interested in athletics want to know more details in regard to these accounts. They want to know which game brought the greatest crowd and the most money, how much was spent for equipment, and many other items.

In addition to the function of imparting information, the report has many other valuable functions based on this information. Over a period of years these reports will be valuable in showing general trends in athletics and in the making of the athletic budget. To make a budget necessitates a knowledge of past expenditures and receipts. If the faculty manager has in his file adequate reports of the past few years, this budget can be more correctly made.

Most faculty managers make some type of report in regard to the management and financial character of the school's interscholastic athletic activities. These reports consist of game reports (ticket reports, trip reports), season reports and yearly reports.

Game report

The game report is the most widely used of all reports. Of course all schools could not use the same type of report. Various situations necessitate certain items in one report that are not in another. Each faculty manager should work out a form which will report most efficiently those things to report.

The Salem High School game report is one covering the date, the place, score, officials, attendance, receipts, and expenditures in detail. At the bottom of the report is a space to add any item that has reference to the game. Here may be noted items such as weather, method of apportioning gate

NORTH HIGH SCHOOL ATHLETIC ASSOCIATION Columbus, Ohio TICKET REPORT		
Game, _____		193 _____
NORTH HIGH vs. _____, at _____		
Receipts	Tickets	Cash
Adults' General Admission @.....
Children's " " @.....
Reserved Seat Tickets @.....
North High
PASSES..... High.....
Total.....	
Expenditures		
Guarantee
Advertising
Tickets
Ground Rental
Ground Help..... @.....
Police
Officials:		
1. @.....
2. @.....
3. @.....
4. @.....
Total.....	
Sharing Balance.....
.....High School Share.....
Credit—Passes @.....
Debit —Passes @.....
.....High Proceeds.....
North High School Share.....
Credit—Passes @.....
Debit —Passes @.....
North High School Proceeds.....
Student Tickets @.....
Total.....	
Ticket Manager, _____ North High School		
Faculty Manager, _____ High School		

Ticket report used in North High School, Columbus (5½" x 8½")

receipts when the two schools are playing on a percentage basis, or any other item that should be kept as a record of this game. This report is made out soon after each athletic event. Copies are given to the coaches, the superintendent, the principal, and the school treasurer. One copy is filed by the faculty manager as a record of the game. Report of each interscholastic

event is made in this method. Reports for tennis and golf are made, even if there are no officials, attendance, receipts or expenditures many times. A report of a track event may cover two or more pages. In addition to the material in an ordinary game report, there is added a detailed result of each event, with a record of height, distance or time. This makes an ex-

cellent report to keep on record. Reports are made for both home and away from home events.

The game report of North High of Columbus is similar but does not contain a record of officials or the scores of the game. It is called a ticket report, and is to be signed by the ticket manager and the faculty manager. It is evident that there is a special manager in charge of ticket sales.

The Cleveland Heights report does not contain a summarization of attendance, but this could probably be worked out from the other material on the report. There is always an advantage in having as nearly accurate as possible an attendance record. This can be used in comparing game attendance, and also for reporting to the local sports writer. It is usually better to report to him the attendance than to have him make an estimate. On the Cleveland Heights report, there is a place for remarks about the officials. This is a valuable item to add to any game report.

The faculty manager of the Central High School of Lima makes out two reports, one for home games and one for trips. On the home report there is a full record of attendance, scores, receipts, and expenditures. There is also a record of concession receipts.

On the trip report for Central High School of Lima is recorded the names of the players and coaches. Most schools would find a record such as this valuable. The faculty manager at Lima also makes out a permanent record sheet for each sport. In his files are records dating back as far as 1906. This record is no attempt to show receipts and expenditures. It records the name of the coach, the captain of the team, the score, and the letter men participating.

The Portsmouth game report is one made out to the principal. It is mainly a report of receipts and expenditures, with no attempt to report items such as officials or attendance. These could be easily added to the report if wanted for a permanent record.

Season report

In addition to the game reports, an itemized financial report is made out in a great number of schools. This is a statement showing in detail the expenditures and receipts. The initiative for making such a statement should fall on the faculty manager. If he has charge of athletic funds he will have available the figures necessary for such a report. If a special treasurer has charge of all school funds including athletic funds, the coöperation of both will be needed to complete an adequate report. The various expenditures will

CLEVELAND HEIGHTS HIGH SCHOOL

Athletic Association Game Report

HEIGHTS HIGH SCHOOL vs. _____
 Played at _____ Date _____
 Score: Heights..... _____

OFFICIALS

Referee _____	Address _____	Remarks _____
Umpire _____	_____	_____
Head L. _____	_____	_____

RECEIPTS

Admissions.....	@	each.....	\$	
Admissions.....	@	each.....		
Advance sale.....	@	each.....		
Miscellaneous.....				
Total Receipts.....			\$	

EXPENDITURES

Guarantee Visiting Team.....	\$	\$	
Officials \$..... \$.....	\$		
Policemen.....	@	each.....	
Tickets, posters, etc.....			
Meals.....	@	each.....	
Lodging.....	@	each.....	
Transportation.....			
Bandages, liniments, etc.			
Miscellaneous.....			
Total Expenditures.....		\$	
Cash previously turned in to			
School Treasurer.....	\$		
Balance turned in with this report.....			

School Treasurer _____
 Faculty Manager _____

Game Report Used in Cleveland Heights High School (8 1/2" x 11")

[illegible]

Trip Report Used in Central High School, Lima (8 1/2" x 11")

need to be classified under a number of special headings, unless an extremely detailed report is given. If game reports are made for each athletic event, the season report need not be extremely long. It should include all receipts and expenditures for the season. If made too soon after the close of the football or basketball season, all bills may not be paid, so the report will not be an accurate report for that year.

The Salem High School basketball report is an example of a season report. Under the topic "receipts" is listed the receipts for each game, whether at home or away from home. Under "disbursements" the expenses are classified under a number of separate headings such as advertising, officials, equipment, guarantees, etc. Under the item "guarantees" is a list of schools and the guarantee paid to them. A statement such as this is valuable for its classification of expenses and receipts. If more details are necessary, additional pages could be added on which each item could be broken up into its various parts. The disbursements for officials could be listed by games and the names of the officials given. The disbursements for ticket takers could also be listed by games with the names of the ticket takers given. So in this way could most of the other items be presented.

The Cleveland Heights season report is a report similar to the Salem report. The receipts from the various games are not itemized, but the expenditures are. In addition to the season report, the faculty manager of Cleveland Heights makes out a semester report for athletics showing receipts and expenditures for each sport up to the end of the semester.

Yearly report

In addition to game reports, season reports, and semester reports, a yearly athletic report should be completed. This would contain the total receipts and expenditures for each sport for the period of the school year. With these summarized on one page, there is greater ease of comparison and the figures are more readily available for reference.

Adequate reports for athletics put them on a business-like basis. Since large sums of money are spent for equipment and other phases of athletics, there should be at all times a system of reports that will clearly show how that money is spent. The principal and superintendent are interested in the problems of athletics and need to have this material for their immediate and future reference. The coach needs the reports so he may

[Concluded on page 28]

CLEVELAND HEIGHTS HIGH SCHOOL ATHLETIC ASSOCIATION

Season Financial Report on

Football	for the season of	1931
(Sport)		(Year)
Receipts		
Home games	\$2,157.75	\$3,705.47
Games away from home.....	1,525.72	
Season tickets		
Miscellaneous:		
Football banquet	22.00	
Expenditures		
Paid visiting schools	\$ 624.01	\$4,450.18
Officials	380.00	
Balls		
Uniforms, etc.	1,574.34	
Cleaning and laundry.....	54.19	
Transportation	284.15	
Meals	223.00	
Hotels		
Printing and advertising.....	80.00	
Medical:		
Supplies	54.37	
Masseur	174.00	
Doctor Bills		
Miscellaneous		
Police	\$145.00	Ticket boxes,\$
Scouting	61.00	Wheels 26.60
Turnstiles	302.33	Cartridges,
Gates	201.00	Rivets 5.40
Care of canvas.....	75.00	Express 7.34
Padlocks	28.00	Misc. 10.87
Letters	38.58	
		Total miscellaneous \$ 902.12
Profit.....\$		
Loss.....	744.71	
Date.....	12/21/31	

Faculty Manager of Athletics

Financial Report on Football, Cleveland Heights High School

SALEM HIGH SCHOOL GAME REPORT

Football

Game: _____ vs. _____ Date: _____

Place: _____ Score: _____

Officials:

Referee _____

Umpire _____

H. L. _____

Attendance:

Adults _____

Students _____

Association Members _____

Complimentary _____

Band Members _____

Total _____

Receipts (itemized): _____

Expenditures (itemized): _____

Remarks: _____

Faculty Manager _____

Game report used in Salem High School (8" x 10 1/2")

SCHOOL BOARDS AND ATHLETIC FUNDS

School faculty directs management of athletic monies in most cases

The following article appeared in the December issue of *The Illinois High School Athlete*, official organ of the Illinois High School Athletic Association, and is reprinted here with the permission of the editors of that publication.

ONE of the questions that arises in every school system is that which deals with the relationship of the school board to athletic and literary funds. Most schools are so organized that the funds from athletic and other contests are managed directly by the high school faculty and most schools have a definite bookkeeping system to take care of the details connected with these events. On the other hand, in a few schools the board of education manages funds derived from any event which is connected with the high school. There are advantages to be found in both types of organization. In general, most school faculties seem to prefer to manage these funds.

Those who favor this, advance the following arguments. There is a certain amount of training to be derived from the handling of these so-called extra curricular events. The students are given the benefit of this experience. Ordinarily school administrators make an athletic contest or an entertainment an event which will provide some training in accepting responsibility for many students. Each student or group of students is held responsible for some particular phase of the work connected with an event of this kind. In order that this training may approach actual conditions in society it is necessary that there be a direct interest in the matter. Ordinarily if the financial success or failure is involved a student will take much more interest in making the thing a success. On the other hand, if all funds are administered through the board of education and any gain is taken by the board or any loss sustained by them, the direct interest is lost because of the fact that the funds are farther removed from the student.

Red tape

Another thing that has a bearing is the general morale of the institution that has authority to use a certain amount of funds for its activities. A school where the students and faculty have no authority to buy an article needed for an athletic event may be handicapped by the same feeling which

exists in the mind of a man who has no money in his pocket. It is certain at times to be a source of embarrassment and is likely to create an attitude of impotence.

Another reason advanced for the management of funds by the student body and faculty directly is that quicker results may be obtained. Funds of the board of education can be paid out only upon order of the board itself, meeting in business session. Ordinarily these meetings do not occur more frequently than once each month and in some districts these meetings happen only two or three times during the school year. Obviously it is almost impossible to plan every item of expenditure a month or more in advance. The red tape which is necessary to secure a board order is sometimes a nuisance when it comes to the matter of making small purchases.

Administrator most competent

Another argument that is advanced in favor of this type of organization is that the matter of athletics in a school system should be directly controlled by the administrator. He is the most competent to judge as to the relationship that should exist between the extra curricular activities and the other departments of the school. With respect to athletics, there is constantly a contest to keep athletics within sane limits. Some of the ramifications of athletic activities are familiar only to men trained in educational procedure. The best articulation of the entertaining features in a school with the academic departments is secured if there is little hindrance of the powers of a good administrator.

Arguments which have been advanced in support of direct control of funds by the board of education are to the effect that as far as legality is concerned there are certain advantages in having all activities of the school in direct charge of the board of education. In the case of law suits that might be brought, some funds are exempt from certain demands and in the case of closed banks the claim of a district takes priority over other funds in some states.

It is contended that athletics are not extra curricular but are in reality a part of the school program and if they are, then there is no reason why they should not be paid for by the

board of education and any losses connected with these activities should be taken care of by the board just as would be done for a course in English or Mathematics.

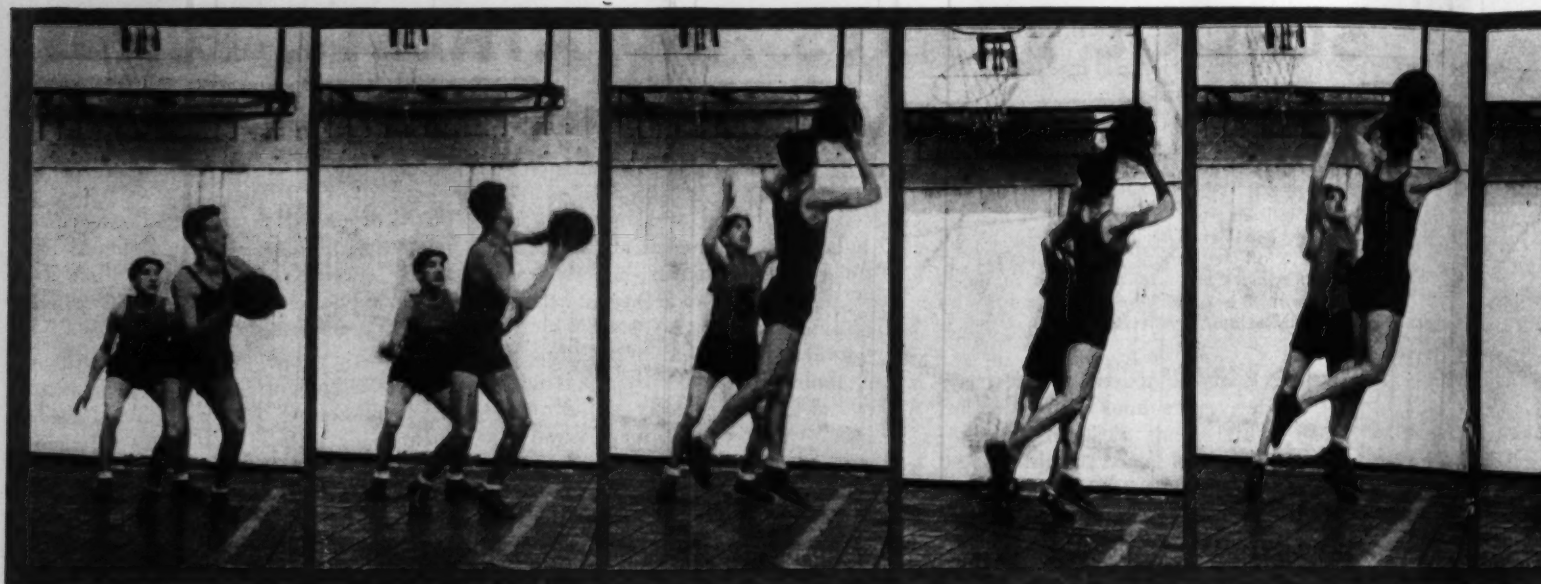
In many schools the clerical help is not sufficient for an adequate system of bookkeeping and as a result the business details may not be managed efficiently when left to the faculty or student body. Also if funds are handled through the board of education and orders are more difficult to secure, it might result in a saving to the athletic department.

As far as legality is concerned, a number of investigations have been made. In Minnesota there is a state law which reads in part as follows: "A school board may, and upon vote of the district, shall take charge of and control of school and quasi school activities of the teachers of the children of the public schools in that district held in the school building or school grounds or under the supervision or direction of the school board. All monies received on account of such entertainments and contests shall be turned over to the school district treasurer, who shall keep the same in a separate fund to be known as the school auxiliary fund to be disbursed for expenses connected with such entertainments or contests or otherwise by the school board upon properly allowed itemized claims."

In commenting upon the extent to which this power is taken over by the board of education in Minnesota, O. E. Smith, Executive Secretary, states that about 50 per cent of the schools in that state deposit entertainment funds to the credit of boards of education. However, in most of these cases the principal is authorized to draw checks against these funds for expenses incurred in connection with entertainments.

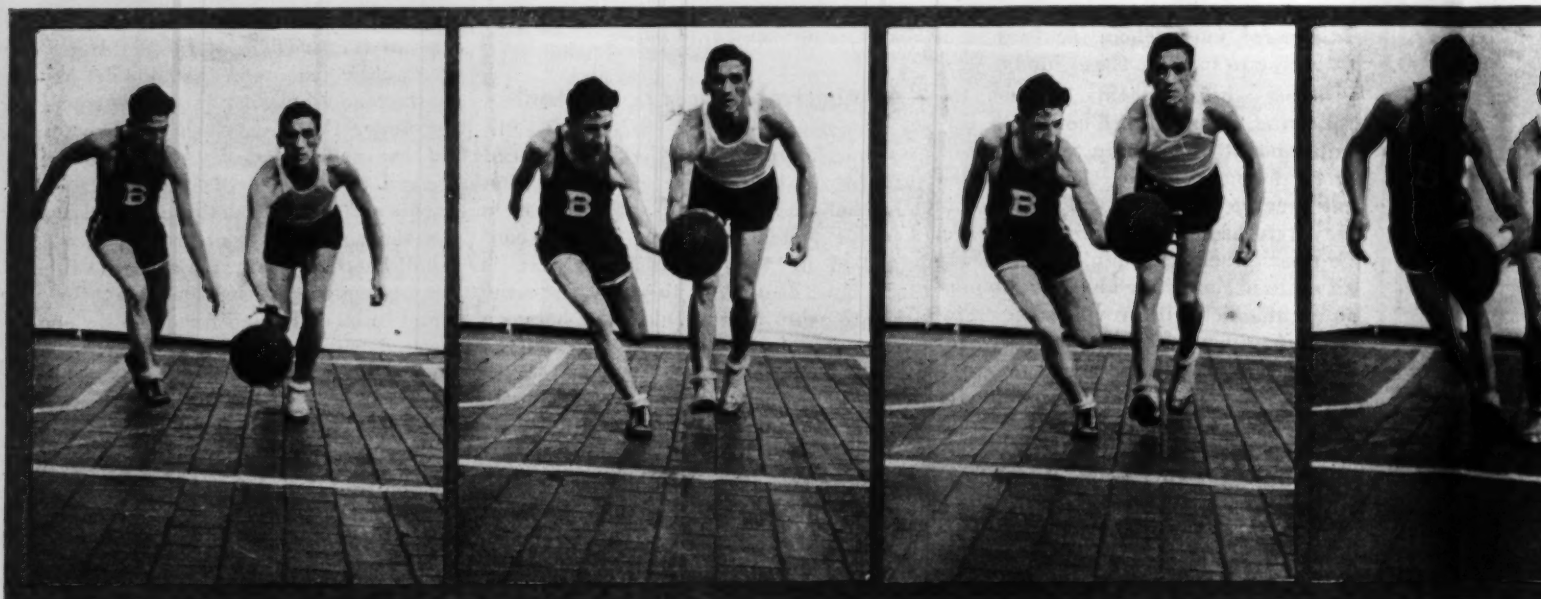
Wisconsin insurance case

A phase of this problem is involved in the Wisconsin athletic insurance plan. A few years ago the schools of Wisconsin voted to adopt the plan whereby every member of the Wisconsin athletic association would be insured against athletic injury. The payment of damages for injuries was made possible through raising membership dues so [Concluded on page 22]



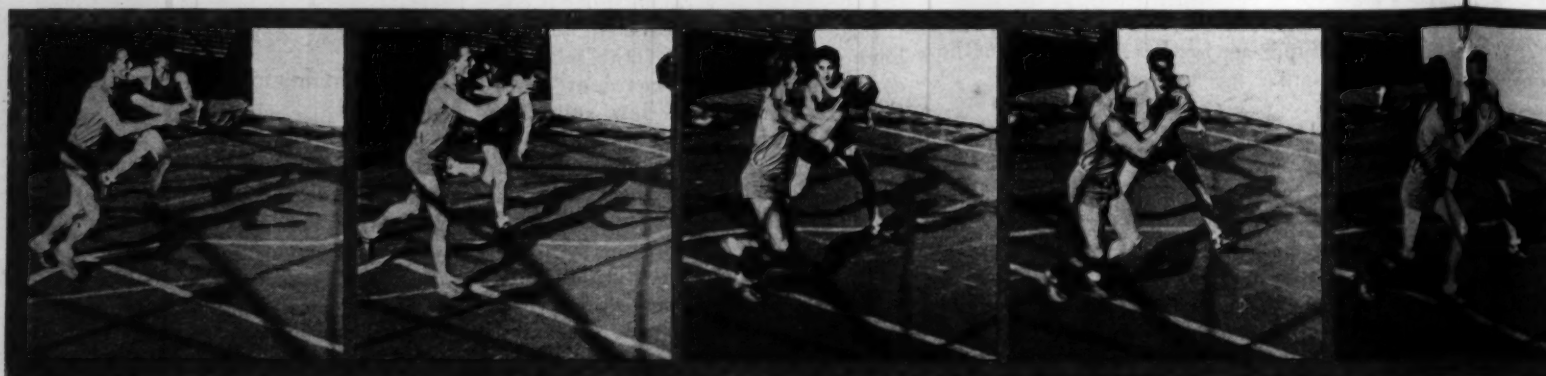
ABOVE: One of the unguardable shots in basketball is the leap pivot shot, shown above in a moving picture sequence from the film taken expressly for Scholastic Coach by Owen Reed. The guard in this demonstration is doing about the best defensive work that can be done against this type of shot, without committing a foul. He (the guard) has not left his feet until the shooter has left his; he has leaped to a height equal to that of the shooter, even though he is smaller

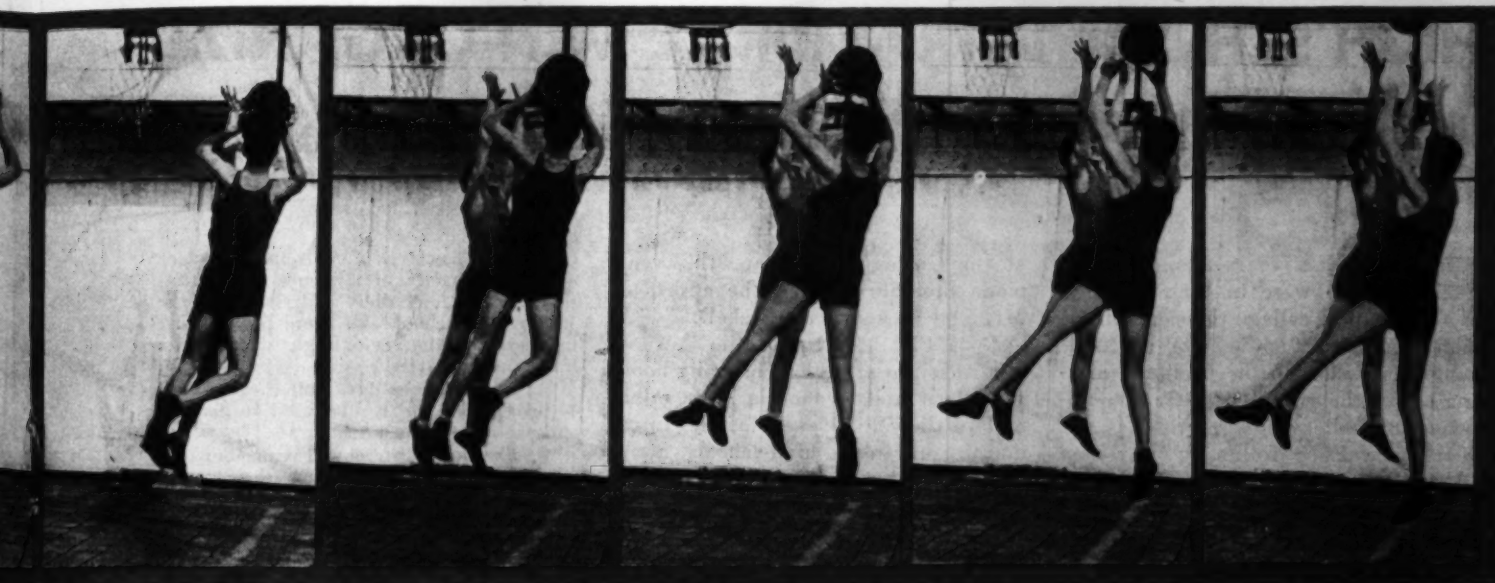
in stature than the shooter; he has spread his arms efficiently between the shooter and the basket. A guard could do no more, fair to say. In fact, it went into the basket in this particular situation. It is reasonable to state that a shot as unguardable as this is a game. It is not a beginner's shot. It requires



BELOW: This moving picture sequence shows a guarded player cutting directly across court, receiving a pass from a position to the right within his frontcourt, and shooting a one-hand leap shot without breaking the rhythm of his action. This, like the shot at the top of the page, is a bugbear for the defensive player. The difference between this shot, and the one illustrated at the top

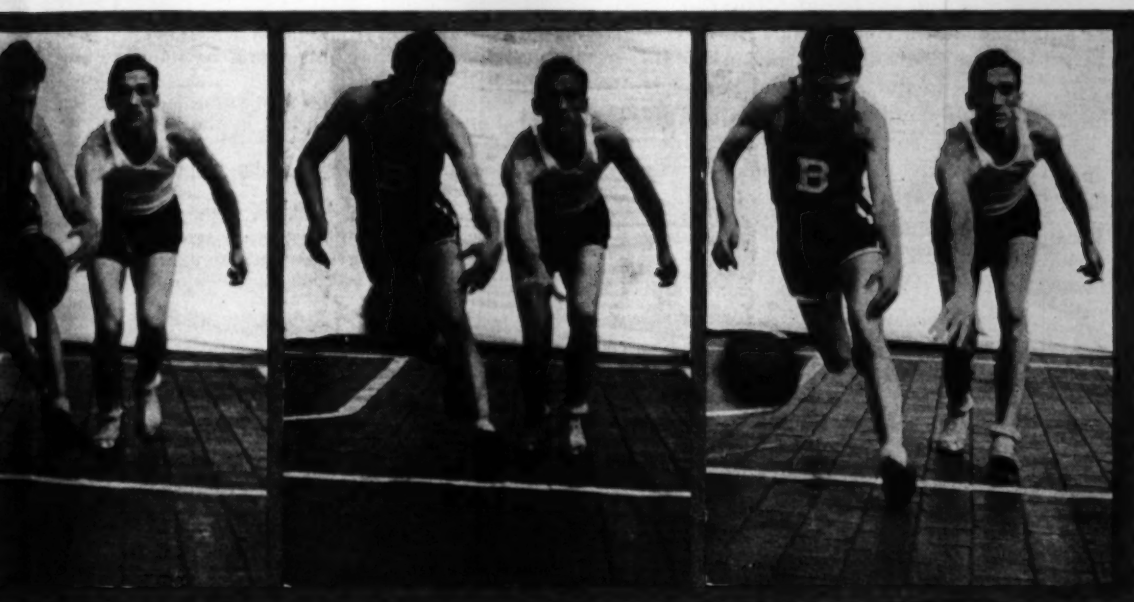
of the page, is that the player above is in a standstill position when raised for the shot, is carried well back in order to prepare for the shot. Observe also the manner in which the





arms efficiently and has kept his body directly between the basket and the defender. Yet the ball was shot under good conditions, as so many of these shots do during a game. It requires a player of some seasoning; a player with

a good sense of timing; with the ability to leap into a complete half pivot and postpone the actual shooting of the ball until he has completely faced the basket, and this complete turn should come as the shooter has reached the highest point in his leap. We have called this shot the "leap pivot shot." We believe the name could be changed to "the shot of many coordinations."



EFT: Lateral movement of the arm and hand for stealing a dribble. The distinguishing feature of this technique is that the defensive player employs his arm and hand in a sideward sweep, rather than a downward stroke. Many coaches believe the sideward sweep reduces the foul hazard and is more likely to give the defensive player full possession of the ball. This technique, used against dribblers with extremely deceptive change of pace, transfer of hands, etc., calls for rapid side-to-side movements of the defensive player's inside hand just below the dribbler's active hand.

standstill position at the outset, while below he is running a continuous pattern of action. Observe that the ball, in order to protect it from a sudden hand-thrust on the part of the defender, which the shooter has avoided throwing his weight

away from the basket, a fault commonly found in players who attempt this shot under pressure. The shooter below, though well guarded, has succeeded in protecting the ball without sacrificing body follow-through and control. He is thus enabled to give the utmost attention to the last details of shooting—eyes on the basket, arm cocked, hand well behind the ball with fingers pointed upward.



HIGH SCHOOL INTRAMURAL MEN ORGANIZE

R. E. Lindwall elected first president of new group; DeForrest Showley is secretary-treasurer

FOURTEEN years ago, when intramurals were in their infancy, a group of college physical education men came together for a round-table discussion on the problems arising out of the growth of their new approach to undergraduate athletics and recreation. Each following year men like Mitchell of Michigan, Molander of Chicago, Kranz of Northwestern, Clevett of Purdue and Schlafter of Indiana, met to exchange ideas and offer suggestions for the intramural programs that were developing so swiftly throughout the middle west.

Last month in Chicago a group of high school men attending the Mid-West Intramural Directors' Conference held in connection with the Big Ten Athletic Directors' Conference, observed the distinction between the problems of the college supervisor and those of the high school supervisor by forming the Mid-West Intramural Supervisors Association of Junior and Senior High Schools. Robert E. Lindwall of Lincoln High School, Manitowoc, Wisconsin, was elected president; and DeForrest Showley of New Trier High School, Winnetka, Illinois, was elected secretary-treasurer of the new organization.

Grow with the colleges

Most of the early attempts to organize intramural programs in the junior and senior high schools of the middle west began between 1924 and 1926. Because of their better facilities, the larger high schools were quicker to develop programs. The high school directors naturally followed the trail that had been blazed only a few years before by the college men, who gave generously of their time and suggestions in order to make more widespread the high school interest in the new type of program. The interchange of ideas between the college and secondary school men continued, and in many ways the two groups found that their problems were mutual, and where they were not the high school men were still able to benefit by the greater experience of the older directors in the colleges.

The organization of the high school body at this time was the outcome of the arrangement to have the high school men sit in a separate meeting

at the Chicago conference this year, made possible through the efforts of Mr. Clevett and Mr. Mitchell.

It is the intention of the new organization to serve as a clearing house for ideas and proposals that would add to the effectiveness of the intramural programs in high schools. Membership in the organization is open to all workers in the field of secondary school physical education. The officers welcome inquiries and other correspondence. The charter membership numbers seventeen.

The feature of the high school meeting was the addresses made by the organization's first officers, Mr. Lindwall and Mr. Showley. Mr. Lindwall based his address on his own national intramural survey of high school programs, "Current Trends in the Organization and Administration of Intramurals in the Junior and Senior High School," and the monograph "Intramural and Interscholastic Athletics" published by the National Survey of Secondary Education.

Mr. Lindwall summed up his address as follows:

"This report does not attempt to give a picture of the average school program all over the country in regard to intramurals. Rather, it is an attempt to give facts concerning practices and trends as they exist in the more promising programs. Generally speaking, I believe that a discouraging picture is presented of the schools as a whole. *The most promising sign is that administrators and physical education people are awakened to the tremendous educational opportunities in extension of opportunity to everyone for "Education through the Physical."* Each following statement is a synopsis of trends and suggestions, based on expert opinion, that might give us an idea where intramurals are (to a degree) and where they might go:

"1. Intramurals are but a broadening of the athletic and informal activity program so that everyone may participate. As such, the director of physical education should administer the program. If the director does not administer the program directly, he should dictate the administrative policies.

"2. The intramural supervisor should have an intelligent philosophy of intramurals in their relationship to education, if he wishes to secure the cooperation of the administrative officers.

"3. A wide variety of activities should be provided, in order to take care of many

interests. The curriculum should consider age and capacity of students. For example, contact football is undesirable in the junior high school, and there is a feeling against it in the senior high school as an intramural activity.

"4. Adequate health examinations should be given and the results used to classify the participants in intramurals.

"5. The supervisor should remember that a successful program is one that is well organized and run off according to schedule. This does not mean that informal activities (allowing the boy to come and play any game he wants to) should not be included.

"6. The program should also include activities that have a carryover value to adult life. Examples are tennis, swimming, handball, squash, golf, horseshoes, diamond ball, fencing, boxing, archery.

"7. Competition units should be arranged as equally as possible.

"8. Opportunities for practice and training for activities should be given as often as possible. Teach in required physical education classes and use intramural as the laboratory.

"9. The public should be kept informed of what is being accomplished in the intramural program.

"10. Intramurals offer a golden opportunity for leadership.

"11. Adjustments in facilities with the varsity are necessary in the average school in order to have a program of intramurals. Our biggest handicap is the lack of adequate facilities.

"12. Awards should not be given for their intrinsic value.

"13. If awards are to be given they should be within the reach of the less skilled.

"14. The students should be kept well informed of the program through bulletins, handbooks, school paper, home room announcements, etc.

"15. Get the faculty into the program.

"16. The director of physical education or the intramural supervisor should train managers, officials, and all the leaders necessary for the organization and administration of the program.

"17. Restrictive classes should not be left out of the intramural program. The activities that they may participate in should be determined by the results of the health examination.

"18. Round-robin tournaments, which mean continuous and seasonal participation, are far superior to single or double elimination tournaments.

"19. A boy should not be kept out of intramurals because he is low in his academic work. By so doing, he is being deprived of opportunities for learnings through the physical.

"20. The purpose of intramurals is not to develop varsity material. However, if an intramural player improves so that he becomes of varsity caliber, he should be given an opportunity to make the varsity.

"22. Concomitant learnings (attitudes of cooperation, fair play, etc.) should be stressed in the program."

[Concluded on page 22]

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THE DIET FOR THE ATHLETE—VITAMINS

By Peter V. Karpovich, M. D.

WITH the present widespread use of the radio we hear something every day about vitamins. If we miss it on the radio we find in the current press articles and advertisements pertaining to the value of these substances.

There is some mystery about vitamins which makes them a very good object for exploitation. It is true, the presence of vitamins in the diet is indispensable not only for a proper functioning of the organism but even for life itself. Yet the amount of vitamins needed daily is very small and the chemical composition, moreover, is barely known.

Vitamins now occupy the same place in the minds of the people as the philosophical stone in early periods of alchemy. This situation has been well realized by some commercial firms which have organized an intensive campaign for selling vitamin-containing products, with the result that we are now living in a vitamin-fad era. It cannot be denied that this campaign accomplished a certain educational purpose, since everybody now knows something about vitamins and their importance, but the information is of a somewhat distorted character. There are already indications that this vitamin-fad has passed its peak and is gradually waning. Two factors are responsible for this: one, a resentment and suspicion created through the high-pressure methods of advertising; the other, an educational campaign undertaken by educators in the schools and in the press.

The literature on vitamins increases at a great rate and our knowledge of the subject is rapidly expanding. The time is probably not very remote when vitamins will be produced synthetically in chemical laboratories. The name "vitamin" has been given in order to express the importance of these substances for life-processes, since the word "vita" in Latin means "life." Each individual vitamin is called usually by a letter of the alphabet in the order of its discovery. Thus, we have vitamins A, B, C, D, E and F. In the present article we shall consider only the first four vitamins.

Vitamin A—If young animals do not receive enough vitamin A* in the

diet, they stop growing and get sick. The eyes become infected, bronchitis and pneumonia may develop, and the animal will die. The same can be applied to human beings. Due to lack of vitamin A, people develop weakness, suffer from lack of appetite and become more susceptible to infections. During periods of starvation people often suffer from "night blindness." They have a normal vision in daytime but are unable to see at dusk. When food containing vitamin A is introduced

into the diet they recover promptly. Also, some intestinal disorders have been remedied through the use of this vitamin.

Vitamin A is formed in the green leaves of plants. The animals obtain this vitamin from the plants and store it in the liver and fat tissues of the body. The best sources of vitamin A are the following food-stuffs: cod liver oil, egg

yolk, spinach, carrots, butter and milk.

Vitamin B—People suffering from a lack of this vitamin lose appetite, are easily tired, complain of indigestion and constipation, lose weight, and at last develop an inflammation of the nerves. These are the symptoms of beri-beri, a disease well known in the Orient. The poorer classes there live constantly on the verge of starvation, a scanty amount of rice being the main ingredient of their meals. Now if they use polished rice from which vitamin B has been removed with the husks in the process of refinement, and if they do not introduce sufficient amount of this vitamin along with the other food they develop beri-beri. About fifty years ago 20 to 40 percent of the entire Japanese navy suffered from this disease. Dr. Takaki investigated the causes and succeeded in stamping out beri-beri in the navy by merely changing the ration of the enlisted men. He decreased the amount of rice, increased the amount of barley, and added vegetables, meat, and condensed milk. In this country beri-beri is practically unknown, but we have another deficiency disease somewhat related to it—pellagra. The best sources of vitamin B are: yeast, spinach, lentils, beans, asparagus. It is also present in all vegetables.

A few words about yeast. This product is intensively advertised in various forms. The claims are usually based on some scientific data but the interpretation is often the fruit of an unrestricted imagination. There is no need whatever for everybody to take yeast regularly. Such practice may lead, in some persons, to an excessive fermentation and production of gas which gives unpleasant symptoms. A physician, or at least a dietician, should be consulted before starting the use of yeast.

Vitamin C—The story of vitamin C is full of romance. In reading books on history, travel or arctic exploration, one often meets with the description of a serious disease called scurvy. This is the disease that dwarfed many great enterprises by sapping the strength and vitality of the participants. The author will never forget some of the extreme cases of scurvy observed in the Russian army during the last war. The sight of well-developed men with purplish, swollen and bleeding gums, with loose teeth and foul breath, with hemorrhages in the joints and even in the pleural cavity, will remain in his memory forever. And when you see an almost miraculous recovery after administration of food containing vitamin C, you will get some idea of the gigantic power possessed by vitamins. It is also of interest to recall an experience in a large school of physical education in Russia. In the winter of 1921 the students began to show unusual symptoms of staleness. The skiers complained of shortwindedness and stiff-

ness of the legs, the high-jumpers who practiced in a gymnasium also complained that their legs became "heavy." A careful medical examination revealed in ten percent of all the students a slightly increased sensitiveness of the gums, tendency to bleeding, and a slight hardening of the calf muscles. These were the early symptoms of scurvy.

The reason for the development of this disease was obvious. The food ration of the students supplied by the school was inadequate in vitamin C. Since the food could not be rapidly improved at that time, due to a general scarcity of food supplies in the country, the students were given a two-weeks vacation and were sent home. When they returned only a few showed



Vitamin A gives strength; aids growth; builds resistance; prevents some eye diseases.



Vitamin B builds the appetite; helps growth; prevents beriberi.

*The four initial illustrations appearing with Dr. Karpovich's article are from *The Science of Human Living* by Mae Johnson Corwin and Walling Corwin, Harr Wagner Publishing Co., San Francisco. Used with permission of the publisher.

no improvement. Those were the cases where the folk at home themselves were suffering from semi-starvation. With the disappearance of scurvy, the "staleness" was also gone. The danger of scurvy hangs like the sword of Damocles over the heads of babies who are raised on an artificial diet. This has been well recognized and that is why babies should have in the diet some source of vitamin C (usually orange or tomato). The best sources of vitamin C are: orange, lemon, grapefruit, lettuce, green raw peas, and tomato.

One important thing should be added concerning vitamin C. Whereas vitamins A and B can withstand cooking, vitamin C is easily destroyed in cooking, especially with the addition of alkalis. The cooking in a slightly acid medium preserves this vitamin. That is why canned tomatoes retain vitamin C.

VITAMIN D—One reads and hears more about vitamin D than about all other vitamins combined, and with good reason. The city population suffers from lack of this vitamin. It is not generally known that as much as 70 percent of the children in big cities suffer from rickets in various degrees. This disease is caused by lack of vitamin D. In children the most conspicuous symptom of this disease is a slow and deficient bone formation, although the other organs of the body suffer too.

In adults a deficiency in vitamin D will result in a lower vitality. Rickets can be prevented if a sufficient amount of vitamin D is taken, providing the

diet contains enough calcium and phosphorus.

An athlete can get an extra supply of vitamin D through sources other than food. It has been observed that persons suffering from rickets improve during the summer when they spend more time outdoors and expose themselves to the action of the sun. Athletes with a great part of the body exposed have a good chance to get an extra sun-bath. When the sun-rays strike the skin they convert a certain fatty substance, ergosterol, into vitamin D, which is absorbed and carried away by the blood. Artificially produced ultraviolet rays have the same effect in

treatments of the rickets as sunlight has. Some coaches regularly expose their men to the ultraviolet rays, even in the football season. It may be of value during the indoor sports season, but during the outdoor season the usefulness of it is questionable. Claims that it prevents colds have not been generally substantiated. The sources of vitamin D are: cod liver oil, halibut liver oil, fish in general, egg-yolk and whole milk. It is possible to increase vitamin D in the food by merely exposing it to the action of the ultraviolet rays.



Vitamin C builds health; prevents scurvy.



Vitamin D makes strong bones and teeth and prevents rickets.

Here Below

[Continued from page 3]

physically fit boy can be harmed by strong doses of athletics. The committee's statement on this point is extremely interesting:

"We have details of three recent tragic examples. One young man played four years high school and four years college basketball. He now has active tuberculosis with positive sputum, hemorrhages, and a cavity. Another died from a very acute tuberculosis after four years of active high school basketball. Another died with advanced nephritis with high blood creatinine and non-protein nitrogen after four years of activity in high school sports. While these same diseases occur more often in young men who have not participated in any form of athletics our attention is focused more intently upon the athletes because of the publicity these cases receive. It should be possible to protect the physically fit and athletically capable boys from these fatal outcomes by closer supervision."

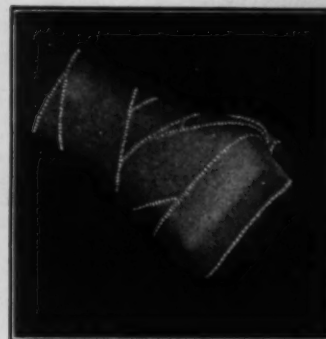
The nature of the closer supervision for the "physically fit and athletically capable boys" has been recommended by the Indiana Tuberculosis Association in a resolution to the Indiana State Medical Association, as follows:

"Resolved, That in the interest of sound public health and to protect our growing youth that tuberculin skin test, to be followed wherever possible by X-ray examination of the positive reactors be included as a part of the examination to determine fitness for participation in the more strenuous forms of athletic competition among our grade, high school, and college students, and be it further

Resolved, That those children showing positive X-ray findings be excluded from such competition, while the exclusion of markedly positive reactors to the skin test, either where the X-ray findings are negative or where X-rays are unavailable, be a matter of judgment for the medical examiner and family physician."

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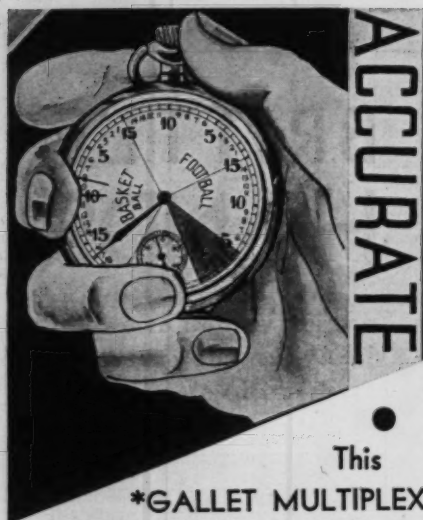
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Draper-Maynard
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Athletic Goods

School Boards

[Continued from page 15]

that at the present time the membership dues range from five dollars to fifty dollars per year. The question then arose as to whether the board of education in a district might use district funds for paying the membership dues. It had previously been determined that it was illegal for a board of education to pay damages for an injury incurred in connection with school work. The attorney-general held, however, that it was legitimate for a board to pay dues in the state athletic association just as they might pay dues of the school in the National Educational Association or any other educational organization or for subscriptions to any educational publication. As a result of this decision of the courts in Wisconsin, many school boards in that state pay the dues of their school in the state association. Secretary P. F. Neverman estimates that 55 per cent of the dues in their association is paid by boards of education.

In Illinois the dues in the state association are very low and as a result few schools expend the effort in having the board of education appropriate funds for these dues since they only amount to two dollars per school. However, during the last several years this matter has been called to the attention of schools and of boards of education with the result that approximately 10 per cent of the schools in the state now have their dues paid by the board of education and in many cases

extra subscriptions to the Illinois High School Athlete are paid for from district funds, the amount being charged to the library fund.

There is another matter that has been receiving some attention during the last few years and that is in connection with legal problems growing out of athletic contests. The state association is a purely voluntary organization and as a result extra-legal. It has been pretty definitely determined that there is no responsibility for damages which might be incurred in contests sponsored by the state association. The same thing is true with various associations which may manage literary or musical contests. However, in order to form a legal connection in all these matters some principals secure the sanction of the board of education when they take out membership in such associations. This sanction by the board makes the matter legal and as a result there is no question about events of the extra curricular kind being governed by the same laws which govern the rest of the school system. The whole matter deserves careful consideration by school administrators and it is certain that the administrator and the board of education should cooperate in all matters pertaining to membership in these associations and in all matters pertaining to the handling of school funds derived from entertainments of any kind.

Intramural Meeting

[Continued from page 18]

Mr. Showley's topic was "The Development of an Intramural Sports Program," and contained the following points:

Survey—A survey of your school to determine the initial amount of space, equipment, facilities and time available makes it possible to determine what kind and amount of each activity that can be offered.

Objective—The objectives of intramural sports are:

1. To improve the health of the participant.
2. To create permanent interest in various indoor and outdoor sports.
3. To set up standards of competition that are fair to all students engaging in intramural activities.
4. To enable every participant to master rules of the game in which he is playing and develop skills to the extent that he receives at least self-satisfaction in participation.
5. To provide an opportunity for the unsocial to mix with those more sociably minded.
6. To encourage team cooperation, develop sportsmanship, stimulate group spirit, and provide real joy in participation.
7. To give during leisure time an outlet for surplus energy. A fully developed intramural program must be designed to carry on after the students have graduated from high school by providing some form of physical recreation for those no longer connected directly with the school.

Policy—Intramural work must be directly connected with gymnasium work, health education and inter scholastic sports. There must be a coordination, cooperation and correlation of all these activities. Whenever possible instruction in skills should precede participation in intramural activities. This can best be accomplished in regular gymnasium classes.

Activities—Activities offered depend on time, physical equipment of the school

and playing space available. However, lack of time and facilities should not be a discouraging factor to a good intramural sports director. Practically all intramural sports programs have started in a very modest way with but few activities offered.

Create Interest—Games must be fair and enjoyable to all participants to maintain continued interest. Local and school newspapers should be used for reporting intramural activities and giving results of contests. An intramural sports section should be included in the school annual. Individual and team champions pictures should be included. Special bulletins should be issued frequently by the intramural sports department. A bulletin board with material well-organized and changed often will work wonders in maintaining interest in a program. Art Departments are often eager to cooperate in making posters.

Student Leadership—Students can be utilized from the beginning to assist in the organization and administration of an intramural sports program. Varsity candidates, when not competing in their sports, are generally willing and capable assistants to supervise and officiate intramural games.

Progress in Program—One of the most important parts of any intramural sports program is the maintaining of adequate records so that mistakes can be corrected from year to year. Suggestions in the form of a written record at the conclusion of each activity offered will gradually produce a well-balanced intramural program.

For your bulletin board



Keystone



Acme

ABOVE—PRACTISING FOR A ROSE FESTIVAL IN THE SNOW: Players of the Columbia University Football team mixing it up on their snow-clad football field in New York City before departing for Pasadena, Calif., where they will play the Stanford team in the annual Tournament of Roses game.

LEFT—THE FAVORITE GAME OF A SCHOOL FOUNDED IN 1440 by HENRY VI: The boys of Eton, in a bully or scrummage, playing their famous Wall Game, the object of which is to force the ball into a goal at the end of the wall.



Acme

ABOVE—THE NEW COACH AT NOTRE DAME: Elmer F. Layden, one of the Rockne Four Horsemen, photographed at Duquesne University in Pittsburgh, which was his stepping stone to the job vacated by Heartly Anderson.

BELOW—AN EXPERIMENT ON THE GREATEST PLAYER OF THE YEAR: Cotton Warburton of the University of Southern California wearing the metabolic apparatus by which Dr. Francis Marsh Baldwin is attempting to determine the energy expended in athletics.



Wide World
ABOVE—THE ORIENT ADOPTS AN OCCIDENTAL GAME: Japanese girls playing volleyball, which, like baseball, has become extremely popular in Japan.



Wide World



Wide World

ABOVE—THE VICTORS DIVIDE THE SPOILS: The captains of the Merchantsville and Swedens-born high school field hockey teams in New Jersey, congratulating each other after the scoreless tie their teams played for the West Jersey championship.

LEFT—THE OREGON STATE TEAM RAISES AN ISSUE AND A CENTER: The play used by the Corvallis eleven to block kicks after touchdown. Oregon's two big tackles each grab a leg of the tall Oregon center and hoist him into the air.



Wide World

Famous basketball coach tells you how to build a strong, sturdy body



"A game as fast as basketball burns up a lot of energy. That is why I always advise the boys on my basketball squad at City College to drink Cocomalt. I know that the extra proteins, carbohydrates and minerals supplied by Cocomalt will help renew the strength and energy they use up playing the game."

Nat Holman, Coach of the basketball team of the City College of New York, and member of famous original Celtics.



Cocomalt is a food, designed to be mixed with milk, producing a delicious food drink of high nutritional value. It's sold at all grocery and good drug stores. Get a can today.

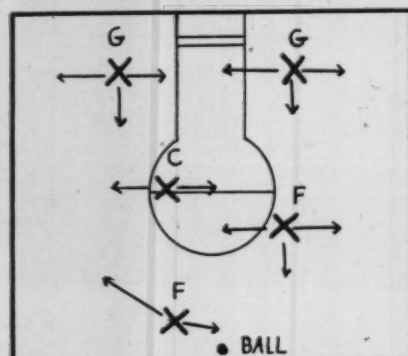
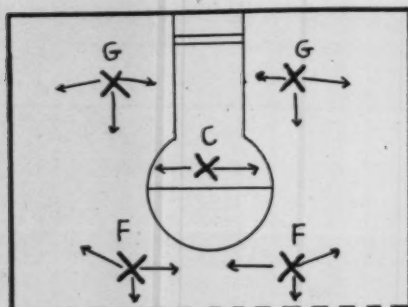


SHIFTING ZONE DEFENSE

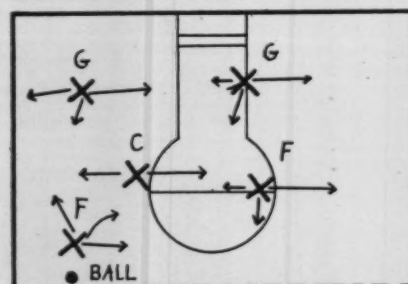
By G. S. Johnson

Mr. Johnson is coach of basketball and director of athletics at the Corinth, N. Y., High School.

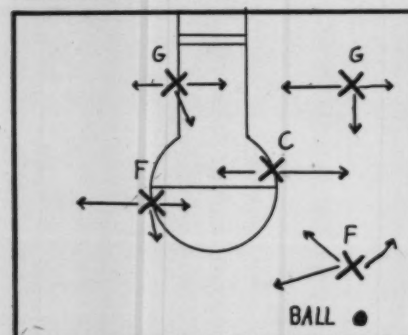
Starting position on defense. Arrows indicate areas player is protecting and the directions in which he may have to shift.



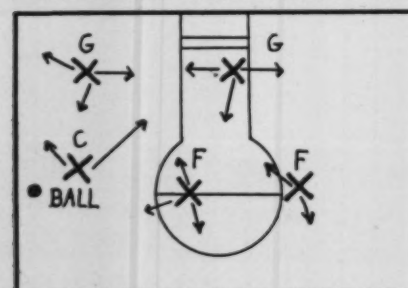
Offense attacks down the center. Near forward checks advance of the ball, then drops back. Other forward drops back slightly. Center shifts over behind forward who has advanced.



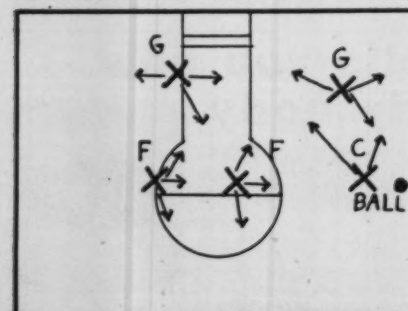
Offense attacks through either right or left side lane. Near forward checks advance of the ball, then drops back a step. Far forward drops back, alert for passes to his side of the lane or to his side of the free-throw lane. Center shifts to side attacked, alert for passes to the side lane or free-throw circle. Guards shift as indicated.



The defensive forwards should attempt to check the advance of the ball well out in front of the free-throw circle. An approaching dribbler should be stopped by the nearer forward. If an opponent is about to receive a pass out in front of the forwards, a forward should feint at him to force him back.



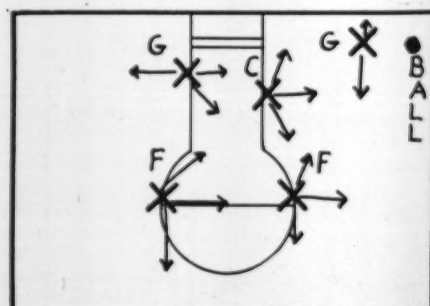
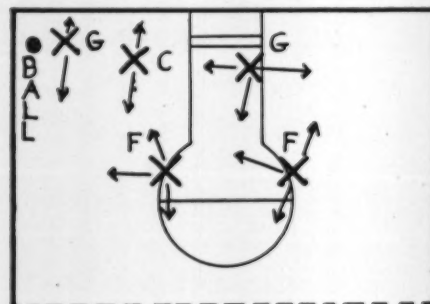
Offense advances ball down either side lane as far as the free-throw line or beyond. Center covers the territory in the immediate vicinity of the ball carrier. Forward on same side drops back fast to the free-throw line. This has to be a fast shift, because the opposition may have a man cutting into the free-throw lane to take a pass from the side lane. The forward dropping back is the best man to mess up this play, but he will have to move fast to do it.



RIGHT: Offense passes ball into the right or left corner. Near guard covers territory in the immediate vicinity of the ball carrier. Center drops back in between the two guards. Forwards drop back to free-throw line, turned toward the ball, and edging over toward the side attacked.

AN argument can be built up for almost any case. The man-for-man style of defense has been subjected to many an attack from the apologists for the zone type of defense. Contrariwise, the zone defense has been ably defended against the ravages of the man-for-man school. So, I am not going to attempt to prove that the zone type of defense, universally applied, would reduce the number of goals shot per season. All I want to do, in this short space, is to say that we like the shifting zone type of defense at Corinth, and to give a brief explanation of the type we use.

Like most apostles of the zone defense, we feel that one of the great virtues of this type is that it keeps the boys functioning as a team all the time, rather than as individuals half the time. They attack as a team, so we want them to defend as a team. We figure that it strengthens the team spirit, and practically eliminates the fixing of personal responsibility for fields goals scored against us. I know that this "responsibility fixing" is regarded as one of the strong points in the man-for-man philosophy, but it is our contention that even with the man-for-man defense it is unjust to charge an error against one particular player whose particular opponent scored a field goal. With screening developed to its present fine degree of efficiency, it is impossible to carry this individual defense responsibility through the va-



rious stages of the shifts. Goals scored in the present-day attack are scored against a team, not an individual, regardless of the type of defense used.

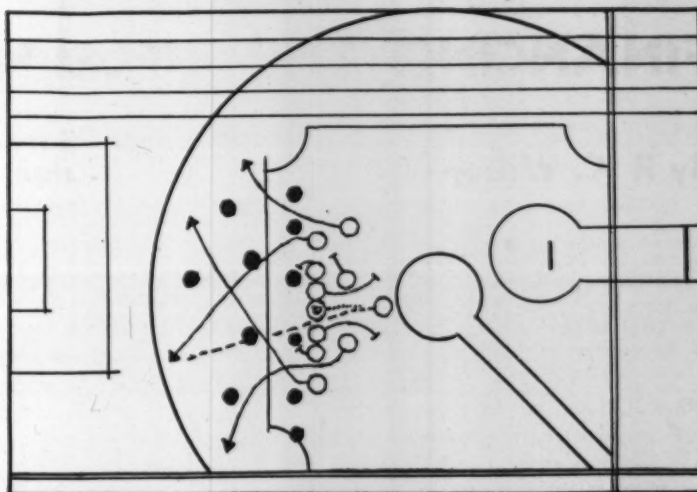
The accompanying diagrams are presented to show the movement of the defense when the ball is advanced to various parts of the opposition's front-court. These charts are presented on blackboard to the team, and then analogous situations are set up on the floor, with the movement of the attacking reduced to slow motion. Then the attack is told to speed up and attempt to work the ball through at normal speed. These drills are important, because the defense, to function satisfactorily, must shift speedily and the players act in unison. They must react to the ball position almost automatically, and use their minds to anticipate successive maneuvers on the part of the offense.

The third and fourth diagrams on page 24 show the shift when the offense is approaching down either of the side lanes. Compare this shift with the shift in the next two diagrams—the fifth and sixth, which show the ball advanced down as far as the free-throw line. The team should not shift into this second stage too soon. When the ball is passed to an offensive man on the side who has not advanced as far as the free-throw line, that man should be covered by the near forward, not the center. When the shift is necessary, it would assist the forward if the center would yell "shift" when he goes to cover the man on the side who has come down as far as the free-throw line.

When a player dribbles down the side have the forward stay with him even if he advances the ball to or beyond the free-throw line. This eliminates any shift at a time when it is difficult to do so, for the dribbler, noting the shift, might have just the opportunity he wants for a carrom shot at the basket.

The last two diagrams show the defense shifting when the offense works the ball down into the corners of the court. In addition to the remarks adjacent to the diagrams, it is well to point out a variation of this shift resulting, as in the previous instance, when a dribbler advances the ball into the corner. If the opponents have the ball on the side of the court, as far advanced as the free-throw line, and the defense has shifted to meet the situation, with the defensive center covering the ball carrier, and the ball carrier starts a dribble down toward the corner, the defensive center should stay right with him. Thus, the near guard will be free to act in anticipation of the next offensive move.

[Concluded on page 28]



COACH'S DIAGRAM

... for basketball, baseball, football, hockey and track ...



ordinary leathers have their fibres lying layer upon layer...



but when fibres are interlaced you're bound to have strength and flexibility.

It might be difficult to construct one workable, winning diagram of playing-formation for all these sports. But it is a simple matter to graphically diagram why Kangaroo makes winning teams—why it is the strongest leather for its weight known to man, yet as flexible and as pliable as fine kid.

In the laboratory, the microscope shows us that *the fibres of Kangaroo leather are tightly interlaced, instead of lying layer upon layer as in most leathers.* Think of the strength inherent in interlaced canes, in woven cloth, in plaited cords! The mechanical principle of interlaced units is well and familiarly known.

An athlete *needs* strength in his shoes—his safety depends on whether or not that footwear will stand up to the gruelling punishment today's games give it. Every champion needs the split second of extra speed, the freedom for quick and subtle footwork, and the foot comfort and foot health that comes from Kangaroo's lightweight and pliability.

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FINANCING THE RIFLE PROGRAM

By R. C. Wilson

In his article last month Capt. Wilson, of the Grover Cleveland High School in St. Louis, dealt with the physical set-up for conducting a school rifle program indoors. Here with Capt. Wilson writes of the financial side of the activity.

REPLIES to a questionnaire returned by seventy-five high schools give a good picture of the financial background of secondary school rifle shooting. The methods of financing range from complete student support, even to the point of paying for the electricity used in lighting, to complete board of education support.

The cost of starting and maintaining a program varies, of course, with the type of equipment used and the number of participants.

The initial cost involves rifles, backstops and lighting fixtures. The upkeep involves ammunition, electricity, targets and such minor accessories as gun oil and cleaning material.

The minimum cost of starting a program would be in the neighborhood of \$30, distributed as follows:

4 rifles at \$5.00.....	\$20.00
2 backstops (portable) at \$2.50.....	5.00
2000 targets at \$1.75 per 1000.....	3.50
Cleaning rods, oil, and patches.	
Minimum \$2.00	2.00

To the above should be added the expenditure for lighting fixtures, depending on local conditions and what can be improvised. As stated in last month's article, the \$5 rifles are sufficiently good (they are perfectly safe) for beginners, but they should be considered temporary equipment. The \$5 allotted for portable backstops is based on the cost of materials only, and presupposes that the work of construction will be done in the school shop at no expense.

In addition to the minimum cost as stated around \$30, the growing program will require supplementary equipment, which should be obtained as quickly as finances permit. This supplementary equipment, to be charged to the permanent equipment account, includes:

4 mats at \$2.00.....	\$ 8.00
4 telescopes at \$5.00.....	20.00
4 shooting coats at \$2.00.....	8.00
4 telescope stands at 25c.....	1.00
4 target carriers at \$3.50.....	14.00

Total.....\$51.00

Some sort of mats should be used in order to give greater comfort to the shooter. The above estimate allows \$8 for four mats. These are cot mattresses, and not gymnasium mats,

which are preferable, but which cost considerably more. This cost is entirely eliminated where mats may be borrowed from the gymnasium.

The telescope and telescope stands are somewhat supplementary to the target carriers. If a permanent range installation can be made, the target carriers should be installed first and the telescopes left till later. But if the shooting is to be done in a gymnasium, or some similar place, the target carriers never would be installed. Telescopes are almost essential right from the start on a temporary range with portable backstops. The number of telescopes might be cut in two by having one boy spot for two shooters. The accompanying photograph shows various types of telescope holders which we have devised for use under different conditions. The idea for the C-clamp holder shown at the left of the picture was obtained from Culver Military Academy. It can be used almost anywhere; on a wall, post, or bench. The holder may be detached from the C-clamp and fastened to the telescoping rod of the floor stand being used by the boy standing on the right and the one who is sitting in the rear of the picture. I should be glad to supply blue prints of the floor stand on receipt of ten cents to cover the postage. Address requests to me at Grover Cleveland

High School, 4352 Louisiana ave., St. Louis, Mo. The middle holder in front of the boy in the prone position is of the old familiar "sawbuck" type and is very useful in many cases, particularly outdoors.

The estimate of the cost of shooting coats is for materials only. We picked up a lot of condemned army khaki blouses, had them altered in our sewing classes, purchased whole sheepskins and had the pads attached by a shoemaker at a cost of 25 cents each.

So much for the initial cost. The principal item in the upkeep is the ammunition. The amount of ammunition used per participant depends on the frequency of practise sessions and the number of rounds shot at each session. The average shooter in our group will fire about one-half box, or twenty-five rounds, per week. The cost of this is fifteen cents. Many of the shooters will fire more than this, especially the members and prospective members of the team that is to represent the school in a match.

It is the exceptional school that receives an appropriation from the board of education for subsidizing the rifle program. The case of a mid-western school that receives a subsidy from the local American Legion post is also exceptional. The customary financing plan is one in which the

TYPES OF TELESCOPE HOLDERS IN USE AT GROVER CLEVELAND HIGH SCHOOL



students themselves supply the funds, either from their own pockets or from athletic association or student activity association funds.

The returned questionnaires revealed that the initiation fee is one of the major sources of revenue. This fee is required of all students who sign up for rifle shooting. Sixty of the seventy-five schools responding have an initiation fee: 10 fix it at 25 cents; 10 at 50 cents; 10 at \$1; 2 at \$2; all others fix it somewhere between 25 cents and \$2.

Weekly, monthly or yearly dues comprise another means of raising money. Dues range from three cents per week during the season to four dollars per year. I imagine that where the dues are \$2 or more per year the cost of ammunition is included!

Other methods of financing the rifle program include subsidization by the General Organization "G. O." fund (student activity), as in New York City, proceeds from candy sales, circuses, dances, dramatics and other entertainments. War Department assistance is common among R.O.T.C. schools, and other schools that qualify for it. Our own organization receives assistance from the War Department, but with the War Department's reduced appropriation, the aid from this quarter will amount to almost nothing next year.

Our chief source of revenue at Grover Cleveland is the initiation fee. This is divided into two parts—75 cents payable at the beginning of the course of instruction, and an equal amount payable on being admitted into the rifle club proper. This does not include ammunition for the participant. He pays for his own ammunition, purchasing it at the cost stated and at a slight profit for the club. Thus, the club treasury is usually in a position to purchase new equipment and meet running expenses. We supply the rifles, of course. Only two of the seventy-five schools responding did not supply the rifles. In these two instances the students supplied their own rifles. This plan cannot be recommended, for it at once restricts participation to those who can afford to purchase a rifle. There is also another objection to it: It makes it difficult to have a standard rifle for all the participants. They probably would have to use a gun handed down to them, or one of unreliable manufacture.

Coaches interested in entering their teams in the National High School Rifle Tournament should write for an entry blank and set of rules to: H. H. Goebel, National Rifle Association, Barr Building, Washington, D. C. The tournament is open to all secondary schools, irrespective of their connection with the National Rifle Association.

"I Recommend BANANAS... for Good, Solid Nourishment"

says

PAUL D. HINKLE

ATHLETIC DIRECTOR
BUTLER UNIVERSITY
INDIANAPOLIS, IND.



"Bananas when ripe—that is, when the skin is well browned or even black—make a fine food for athletes in training. They are very nourishing and contain less water than the other fruits. I advise eating them at mealtime as an extra source of good, solid nourishment." (Signed)

PAUL D. HINKLE

HAVE YOU DISCOVERED the banana's value as a food for athletes? The nourishing, quickly available sugars are excellent for restoring muscle tone and promoting rapid recovery from fatigue. And no food is more easily digested. Bananas are mellow when they're yellow, and fully ripe when flecked with brown.

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Intramural Activities, by R. E. Lindwall, \$1.
Winning Basketball, by Nat Holman, \$2.
Control of Football Injuries, by Stevens and Phelps, \$3.
Kicking the American Football, by Leroy Mills, \$2.50.
Basketball's Assistant Coach, by Paul Hinkle and H. E. Sayger, \$6.
Modern Ping-Pong and How to Play It, by Coleman Clark, \$1.
My Basketball Bible, by Forrest C. Allen, \$4.
Team Play in Basketball, by Craig Ruby, \$1.50.
You and Basketball, by H. C. Carlson, \$3.75.
Tait McKenzie, A Sculptor of Youth, by Christopher Hussey, \$3.75. Publisher's price \$10. Contains photographs of all of Dr. McKenzie's sculptor up to 1930.
New Edition of Knute Rockne's "Coaching", \$5.

Also immediate delivery of the Water Stunts Chart, 16" x 12" heavy cardboard chart diagramming 42 stunts for swimmers, and describing 100 others. Ready to hang. Paraffin coated. 25c each to school men.

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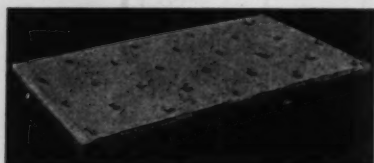
Basketball Inventory Chart—forms for keeping a check on all basketball equipment, from uniforms to whistles. Printed on bond paper, 10" x 7". Ten charts for 25c.

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RINGS 1.50

Athletic Records

[Continued from page 14]

better understand the financial conditions. He is interested in gate receipts, attendance and profits with which to purchase additional equipment. The athletic council needs these reports for its discussion of prices, budgets, and appropriations. The faculty manager needs these reports for the purpose of studying athletic receipts and expenditures. In making out schedules, in ordering equipment, and in hiring of officials, these reports will be useful. Part of the faculty manager's duty is the keeping up to date of athletic records. His filing system should adequately take care of that. If he needs to know the score of a game played several years ago, the total receipts at that game, or the total football receipts for the past four years, the material should be available to him in his permanent file.

The filing system

Every faculty manager will want to file his reports, letters, and other material so that they will be available for reference. This will call for a filing cabinet of some type. Most of the faculty managers who filled out the questionnaire reported a filing system of some kind. Many reported their system inadequate. Some used two or three manila folders for correspondence. Others had part of a desk, or only a card file. Several reported special filing cabinets of two or three compartments with adequate space for all material.

The more extensive the work of the faculty manager, the greater will be

his need for a special filing system. The important thing is to have adequate space for all material and to have that material available when needed. The system should be adapted to the needs of the faculty manager. It should be simple in design, usable, and moderate in price. A part of the file in the principal's office might be satisfactory. It would be better, though, to have a special filing cabinet in the room the faculty manager uses most of the time. A majority of the faculty managers do not have a special office; so most of their work would be done in their classroom. There might be an athletic office used by the coaches in which the filing cabinet could be placed. Here again, the local situation will determine the plan most convenient.

A three-drawer filing cabinet, either steel or wood, would not be expensive and would be adequate for the most extensive filing. A two-drawer cabinet would be sufficient in a great number of cases. With adequate filing space, the faculty manager will find an increasing amount of material to place in the file. There will be athletic reports, athletic bulletins, athletic records, bids on dry cleaning and transportation, catalogues, correspondence, carbon copies of letters, eligibility records, equipment inventory, official lists, receipts, requisitions, schedules, etc., to place in the file. This list includes only those that would be most frequently found in athletic files. Many faculty managers would add additional subject headings to take care of their local situation.

Zone Defense

[Continued from page 25]

In connection with this shift, there must be complete and immediate understanding between the guard and the center as to when the center should stay with the man and when he should shift backward toward the basket. The simplest method is to have the guard yell "shift" when he is going to cover the man.

When this type of shifting defense meets a team that bases its offense on a pivot man, slight changes may be necessary. If the pivot man is out near the foul line, the defensive center should concentrate on him. This makes it necessary for the two forwards to protect the sideline areas back to their own

free-throw line, while the guards protect the sideline areas out to that line. The side-to-side shifts of both guards and forwards should be employed however, though not as markedly as against an offense which has no stationed pivot man.

However, if the pivot man plays deep, i.e., in under the basket, the defense should be carried on just as diagrammed. Then the pivot man will always be covered by the far side guard. That is, as the team shifts from one side to another, the guard on the side away from the attack will automatically shift to a position which will enable him to adequately cover a deep-playing pivot man.

High School Round-up

[Continued from page 11]

boys are given tougher assignments until they are riding full-grown long-horn steers. In the rodeo three of these were so wild that they smashed down fences and broke away. The horses were real buckers, too. One of them, "Country Butter," is famous in the vicinity for having been ridden only once in three years of professional rodeo bucking.

For those boys whose parents refuse to let them ride (a signed permission is required from the parents of all the boys) there is the fun of handling a lariat. However, the community has backed Dr. Shaw in his experiment. Even the humane society, which came to register a protest, left,

community interest has resulted from the success of the round-up, in contrast to the aftermath of the successful season of interscholastic football.

"The publicity and interest aroused by the rodeo has led to very warm support from our friends. The seven-hundred acre pasture on which our corrals were located has been given us for the winter free of charge. Livery, stables and individuals have loaned us saddle horses for winter keep, at no charge. We have borrowed saddles and bridles, and now have about thirty school horses on pasture for the use of our high school students.

"You may imagine the joy of forty riders going back over the mountain trails for an all day ride—twenty miles of canon and mesa and high wind swept ridges.



Courtesy Cheyenne Mountain Schools

admitting that the steers probably enjoyed the sport as much as the boys do. Roping the steers from horseback and whipping them through the air for a houlihan is not part of the Cheyenne game.

Dr. Shaw, while not a professional bull-dogger, is devoted to the ranch sports. "In this day of pavement civilization there is something fine for a boy in learning to handle a horse.

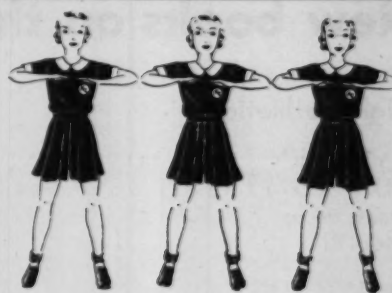
"I think we have stumbled on something that will prove of rare value in character building, body building and experience of the boys. And it offers for us a fascinating outlet from the over-organized and over-driven sport program as we know it today."

Dr. Shaw feels that a more valuable and useful kind of publicity and

You can imagine the party scattered about some high mountain park at separate fires where their lunches are cooking, and the grazing horses tethered out near them.

"We have called our riding organization 'The Remuda,' and the top hand of our round-up has been elected Foreman. Hunting up the horses in the back timber of the pasture, herding them in, saddling and caring for them, breaking and training green horses, are all as valuable and as much fun as the long rides.

"This follow-up is proving more valuable to us than the Round-up itself. Of course, many private schools have their stables, where the pupils can afford to buy or rent or pay for the care of their mounts. But it warms me with satisfaction and joy to realize that fate has given us a pasture full of horses at no expense, which my public school pupils can go out and play with, and learn and profit from."



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New books on the sportshelf

Higher athletics

MODERN PING-PONG AND HOW TO PLAY IT by Coleman Clark. 96 pp. The John Day Co., New York. \$1.

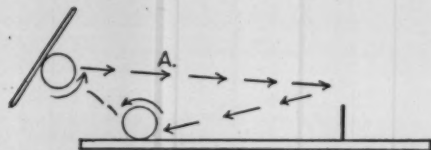
PING-PONG has been taken out of the parlor and put into the gymnasium and even into the arena, and Coleman Clark has done as much as anyone to effect this change. Mr. Clark is a former national ping-pong champion, the present runner-up, and



Offset an underspin shot by tilting the racket backwards as shown above, and the ball will return along arrow line A.

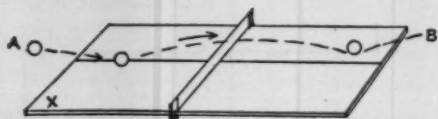
is, through his writings, perhaps the best known man in the game today.

The term "Ping-Pong" is privately owned and you have to be careful how you use it. It is the registered trademark of Parker Brothers, Inc., of Salem, Mass., makers of games, but the term has become so commonly used through the astute guidance of Parker



Offset a topspin shot by tilting the racket forward as indicated above and the ball will be returned along arrow line A.

Brothers, Inc., that the other name for the game—table tennis—is often mistaken to mean something else. The fact is that table tennis is a term coined to offset the exclusive advantage held by Parker Brothers, Inc., and there is a little warfare going on, in a minor key to the depression, between the Clan Ping-Pong and the Clan Table Tennis. Each has its own championship, but



A is serving and strikes a forehand side-spin serve to B, the receiver. B should aim the ball to point X as this will offset the right to left sidespin. (These illustrations from Mr. Clark's book *Modern Ping-Pong and How to Play It*.)

the ping-pongers seem to have made the greater strides and have progressed more steadily down the white lane of publicity. Mr. Clark's book and his brother's magazine, *American Ping-Pong*, a new monthly, place the table tennis people at a still further disadvantage.

Modern Ping-Pong and How to Play It is a text and reference book, up-to-date with the 1933 rankings of players, and the latest in spins and services. "Finger-spin serves are a new wrinkle in this country," writes Mr. Clark. "Hold the ball in the left hand between the index and middle finger and flick it onto the bat, imparting various spins depending on the finger action used." Mr. Clark himself invented the knuckle-ball serve. While experimenting with the European finger-spin serve he came across it. The ball is shot like a marble against the bat, with plenty of speed. The speed can be increased with a vigorous swing of the arm. "The angle at which you set the racket and the direction in which you shoot the ball should give you a variety of weird, crazy, bouncing serves."

Mr. Clark says that the knuckle-ball serve has no better exponent than Billy Condy of Wilmette, Illinois. "He has the most marvelous array of knuckle-ball serves I have ever seen," is Mr. Clark's testimonial to this wizard.

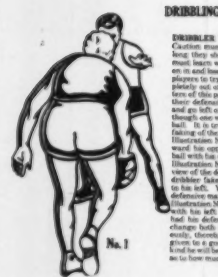
Players of the celluloid ball game, besides being divided into ping-pongers and table tennisers, are either tennis grippers or penholder grippers, depending on which of the two styles they use in holding the racket or bat. Mr. Clark is a tennis gripper, but the majority of other leading Western players are penholder grippers. Nearly all the best players in the East are tennis grippers. The leading European players are tennis grippers, among them Fred Perry, the young Englishman who is our (U.S.A.) national singles tennis champion. Perry is a whirlwind of a ping-ponger and table-tennis, and the length and fullness of his strokes over the table closely resemble his tennis strokes.

JACK LIPPETT

Sayger's latest tome

BASKETBALL'S ASSISTANT COACH by Paul Hinkle and H. E. Sayger. The Sayger Sports Syndicate, Tiffin, Ohio. 55 detachable pages, loose-leaf binding. \$6.

DESK space in our office is at a premium with the arrival of the second of the Sayger volumes on sports fundamentals. *Basketball's As-*



Reduced page from *Basketball's Assistant Coach*

Assistant Coach is the companion volume to *The Rainy Day Coach*, the 16"x11" football book. It is like it in size, shape, texture and arrangement, and what we said about *The Rainy Day Coach* on this page three months ago applies to the basketball volume. We do think that Mr. Sayger is more at home in drawing football figures than he is with basketball. It is no doubt due to the fact that basketball players, by the brevity of their costumes, are more in the flesh than football players. However, the book is not meant to be a work of art, but a text book of basketball fundamentals, in which all techniques are pointed out and illustrated, permitting the reader to exercise his own choice on debatable points.

J. L.

Athletic policy for girls

ATHLETICS FOR GIRLS published by the Department of School Health and Physical Education of the National Education Association, Washington, D. C. 14 pp. Ten cents.*

THE sub-title of this pamphlet is a good index to its contents: A Digest of Principles and Policies for Administrators and Teachers in Junior and Senior High Schools. The principles and policies recommended are the web and woof of what may be called the new trend in girls' athletics. As differing from the old trend which saw the girls patterning their program after the boys, the new school calls for

*Ten percent discount up to ten copies; 25 percent discount up to 100 copies; 33 1/3 percent discount on 100 or more copies. Write: Ethel Perrin, Women's Division, National Amateur Athletic Federation, 303 West 42nd street, New York, N. Y., or J. E. Rogers, 315 Fourth Avenue, New York, N. Y.

program-making based solely on the girls' particular needs and health requirements. While this theory is not strictly new in the year 1934, there are still a disturbing number of school administrators and teachers who are either unfamiliar with what has taken place since the World War, or who may be familiar with the developments but want none of them. All we can say, out of the kindness of our heart, is God bless 'em, Happy New Year, and may their tribe decrease. The girls are coming into their own, despite prejudices that date back to Noah, and we hope to live to see the day when they are as free of men economically as they are fast becoming athletically. J. L.

Study in safety

SAFETY IN PHYSICAL EDUCATION IN SECONDARY SCHOOLS by Frank S. Lloyd. *National Bureau of Casualty and Surety Underwriters, New York. 167 pp. \$1.*

WITH the increasing realization of the educational significance of physical education activities in the secondary school curriculum, the question of establishing procedures for the assurance of maximum safety has become ever increasingly pertinent. The establishment of such procedures will be facilitated by the study of the incidence, nature of accidents and injuries, and of the contributory factors of such accidents and injuries. The purpose of this study is to supply such information which may be a guide in the task of developing a program of safety procedures in secondary school physical education.

The problem of the study is twofold: (1) that of determining the prevalence and nature of accidents and injuries in physical education activities conducted in secondary schools; and (2) the study of some of the factors which may be considered to be contributory to the increase of accidents and injuries in these activities.

The study of the contributory factors of these accidents and injuries necessitated a consideration of the nature of the general situations which surrounded and influenced the physical education activity participation. From a picture of the prevalence of present conditions concerning accidents, it was hoped that principles for increased safety in these situation might be established.

Five hundred and ten schools from twenty States were studied. These schools represented a total population of 593,436 students, approximately 14 percent of all of the students enrolled

Accident Incidence per Thousand		Description	Days Lost Incidence per Thousand	
Activity	Incidence		Incidence	Activity
Touch football	17.11	Most Hazardous	88.01	Heavy apparatus
Heavy apparatus	13.68		81.52	Touch football
Football	8.75		72.44	Wrestling
			64.81	Football
Lacrosse	5.97	Highly Hazardous	23.58	Tumbling
Wrestling	5.71		14.04	Speed ball
Tumbling	5.15			
Hockey (Ice)	3.55	Hazardous	7.65	Field (Track)
Archery	3.53		7.34	Cross country
Basketball	2.69		6.21	Basketball
Speedball	2.44		5.97	Lacrosse
Hockey (Field)	2.37		4.92	Soccer
			4.88	Hockey (Ice)
			4.33	Hockey (Field)
			2.34	Baseball
Baseball	1.00		.93	Track
Field (Track)	.99		.73	Handball
Soccer	.98		.71	Swimming
Cross country	.82		.67	Indoor ball
Swimming	.68		.51	Fencing
			.42	Volley ball
Handball	.35		.16	Boxing
Track	.32		.05	Tennis
Golf	.26		.02	Calisthenics
Indoor ball	.23		.0	Dancing
Dancing	.19		.0	Archery
Boxing	.16		.0	Golf
Volley ball	.14			
Tennis	.10			
Calisthenics	.09			

INCIDENCE OF ACCIDENTS AND DAYS LOST PER 1,000 EXPOSURES

in public and private high schools in the United States.

Accidents were reported at the time of the occurrence by means of an accident report blank. The contributory factors were reported through the media of an exhaustive check list.

For the determination of the incidence of accidents the reported number of students participating in physical education activities was used for the establishment of the incidence per thousand participants. For the determination of the seriousness of accidents, the number of days lost from the physical education activities as a result of the injury was used. This was also established on the basis of one thousand participants.

For the determination of the contributory factors, schools with differing procedures were compared by the accidents and days lost incidence per thousand participants. The arithmetic mean was used for these comparisons and the critical ratio was used to indicate whether a "real" difference existed between the means.

Information was collected and tabulated on the legal status and other pertinent factors related to accidents in secondary school physical education.

FINDINGS

1. *Classifying activities by degree of hazard.* The activities were grouped according to the degree of hazard and the seriousness of the injuries. The table on page 2 presents a summary of these groupings.

2. *Coincidental Factors.* The leadership procedures which were coincidental with a low incidence were as follows:

a. The use of student leaders in physical education.

b. Where the duties of these student leaders is such that all their time is not occupied in entire class or squad responsibility. When they assist in the functions of the class and squad instruction the incidence is lower.

c. Direct instruction in safety for these student leaders results in a lower incidence than where there is no direct instruction in safety.

d. Where the school employs a full time teacher of physical education. Where physical education is entirely taught by part time teachers the incidence is increased.

e. Schools with small enrollments, particularly below 400 students (boys), the percentage of exposures to hazardous activities (as judged by

football) is increased. The procedures of the organization and classification of students which are coincidental with a low incidence are as follows:

a. The use of "grade" as a method of assigning students to physical education.

b. The division of students by age within the physical education classes.

c. The selection of students for interschool athletic teams on the basis of their participation in intramural activities is the best procedure on the basis of days-lost incidence.

d. The determination of the student's fitness for interschool competition by expert opinion of the coach or family doctor is more efficient, by the criteria of days lost, than the parents' written permission or a physical examination. On the criteria of accident incidence the expert opinion of coach or family doctor is the superior procedure when compared with physical examination.

e. Schools requiring a physical examination for physical education show a low incidence of days lost and accidents.

f. A low incidence is found where the examination is given before entering physical education activities and during the school year.

The direct safety measures which are coincidental with a low incidence of days lost are as follows:

a. The availability of a medical doctor when the class and intramural physical education are in progress.

b. The treatment of injuries by the teacher of physical education.

c. Free hospital service.

3. *Summary of Legal Status of the School.*

a. The status of the school's responsibility for accidents in physical education activities is not definitely established. There appears to be a decided preference for the opinion that

the school is not responsible for such accidents.

b. The only pleas which have been successful in the legal courts have been on the claim of established negligence.

c. Schools which pay the expenses of injured students jeopardize the status of nonliability.

d. The existing procedures for handling the costs of injuries (which become the crux of the school's responsibility) vary greatly, indicating the state of unestablished responsibility for liability.

e. The use of school funds for the payment of student insurance is, in the opinion of some, illegal.

f. Student insurance which is made through student organizations is probably legally sound.

g. If the school is liable on the basis of established negligence there is a need for clear definition of such liability in the various situations in physical education.

h. The Wisconsin Interscholastic Athletic Association Plan (athletic injury insurance) is an outstanding experiment in the field of student and school protection.

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Three Men at Work

[Continued from page 5]

As in all things, competence in this form of attack comes through practice. Keep the three players moving in the pattern until the action becomes automatic, when they will know the best kind of pass to make under all the different situations that are likely to occur, and what kind of a pass to expect.

The two idling players, even though they may not move very much, serve definitely to spread and therefore weaken the defense, whether it be a man-for-man or zone type of defense. If it is a man-for-man defense, the two men at rest will appear to be ready to enter the passing at any instant, thus requiring the undivided attention of their two particular guards. In the case of a zone defense, the two players at rest should so station themselves as to require the defense to spread more than it would were the entire five men on attack to be concentrated in one area of the court. It can be seen in Dr. Carlson's diagrams that the players at rest are stationed with their value as decoys respected.



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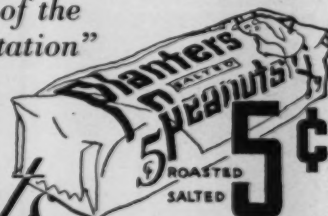
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